



TEXAS EDUCATION AGENCY

# Curriculum Support for Grade 5 Reading TAKS Developed by Keith Mahler



**Learning for Life Reading TAKS Curriculum Support Process**  
**Developed by Keith Mahler**

- I. Testing Requirements for Reading TAKS by Grade Level:
  - A. Reviewed grade level Reading TAKS Objectives and Specifications measured on grade level TAKS exams:
    - 1. Student expectations being tested
    - 2. Grade level reading selections in TAKS exams
  - B. Reviewed grade level Reading TAKS exams available from the Texas Education Agency:
    - 1. Type and number of questions
    - 2. Type and number of reading selections
    - 3. Genres of reading selections
- II. Learning for Life curriculum lessons and reading selections by category:
  - A. Reviewed grade level lessons by category to best match lessons to Reading TAKS preparation
  - B. Reviewed grade level reading selections by category to best match reading selections to Reading TAKS preparation
- III. Development of Learning for Life TAKS Reading curriculum support document by grade level:
  - A. Recommended by grade level Learning for Life lessons with the best connection to Reading TAKS objectives and specifications
  - B. Recommended by grade level Learning for Life reading selections with the best connection to Reading TAKS objectives and specifications.  
All recommended reading selections are available from the Tom Green County Library System.
  - C. Highlighted by grade level Reading TAKS Objectives and Specifications supported by Learning for Life lessons and reading selections

## Learning for Life Curriculum Support for Grade 5 Reading (TAKS)

### I. Learning for Life Categories and Lessons:

#### A. Category: Respect

1. Lesson—Ethnic Heritage
2. Lesson—Race, Religion, and Culture
3. Lesson—World Cultures

#### B. Category: Responsibility

1. Lesson—Being Responsible
2. Lesson—Gangs
3. Lesson—Meeting Deadlines

#### C. Category: Honesty/Trust

1. Lesson—How I Learn From My Mistakes
2. Lesson—People who Cheat

#### D. Category: Caring/Fairness

1. Lesson—Getting Along With Others
2. Lesson—Understanding People with Special Needs

#### E. Category: Perseverance

1. Lesson—Never Lose Sight
2. Lesson—Overcoming Poor Decisions

#### F. Category: Self-Discipline

1. Lesson—Coping with Stress
2. Lesson—Setting Goals

#### G. Category: Courage

1. Lesson—Standing up for Me
2. Lesson—Sticking to what's Right

#### H. Category: Citizenship

1. Lesson—Community

#### I. Category: Life Skills

1. Lesson—Classic Literature
2. Lesson—Personal Safety
3. Lesson—Places and Maps

### II. Learning for Life Categories and Reading Selections:

#### A. Category: Respect

1. Reading Selection--Profiles in Courage by J. Kennedy
2. Reading Selection--Frozen Fire: A tale of Courage by J. Houston
3. Reading Selection--Maniac Magee by J. Sinelli
4. Reading Selection--Randall's Wall by C. Fenner
5. Reading Selection--Number the Stars by L. Lowry

#### B. Category: Responsibility

1. Reading Selection--Family under the Bridge by N. Carlson
2. Reading Selection--Get-Away Car by E. Clymer
3. Reading Selection--Henry and the Clubhouse by B. Cleary
4. Reading Selection--On my Honor by M. Bauer
5. Reading Selection--Stone Fox by J. Gardiner

#### C. Category: Honesty/Trust

1. Reading Selection--After the Goat Man by B. Byars
2. Reading Selection--The Lion, the Witch and the Wardrobe by C. S. Lewis
3. Reading Selection--Tread Softly by C. Gerson
4. Reading Selection--Call me Ruth by M. Sachs
5. Reading Selection--Striped Ice Cream by J. Lexau
6. Reading Selection--Profiles in Courage by J. Kennedy

#### D. Category: Caring/Fairness

1. Reading Selection--Frozen Fire: A tale of Courage by J. Houston
2. Reading Selection--Ida Early comes over the mountain by R. Burch
3. Reading Selection--Journey by P. MacLachlan
4. Reading Selection--Knee-Knock Rise by N. Babbit
5. Reading Selection--Monkey Island by P. Fox

## Learning for Life Curriculum Support for Grade 5 Reading (TAKS)

### D. Category: Caring/Fairness

6. Reading Selection--Trumpet of the Swan by E. B. White
7. Reading Selection--Wind in the Willows by K. Grahame

### E. Category: Perseverance

1. Reading Selection--The Call of the Wild by J. London
2. Reading Selection--The Back of Beyond: A story of Lewis and Clark by A. R. Bowen
3. Reading Selection--Amelia Earhart by B. Davis
4. Reading Selection--Thank you, Dr. Martin Luther King Jr. by E. E. Tate

### F. Category: Self-Discipline

1. Reading Selection--A Family Apart by J. L. Nixon
2. Reading Selection--Charley Skedaddle by P. Beatty
3. Reading Selection--Hatchet by G. Paulsen
4. Reading Selection--The Lion, the Witch and the Wardrobe by C. S. Lewis
5. Reading Selection--Oh, The Places You'll Go by Dr. Seuss
6. Reading Selection--Sarah, Plain and Tall by P. MacLachlan
7. Reading selection--Shiloh by P. R. Naylor

### G. Category: Courage

1. Reading Selection--A Family Apart by J. L. Nixon
2. Reading Selection--Call it Courage by A. Sperry
3. Reading Selection--Charley Skedaddle by P. Beatty
4. Reading Selection--The Call of the Wild by J. London
5. Reading Selection--Otherwise Known as Sheila the Great by J. Blume
6. Reading Selection--Number the Stars by L. Lowry

### H. Category: Citizenship

1. Reading Selection--Charley Skedaddle by A. Sperry
2. Reading Selection--My Side of the Mountain by J. George
3. Reading Selection--Number the Stars by L. Lowry
4. Reading Selection--Present Takers by A. Chambers
5. Reading Selection--Profiles in Courage by J. Kennedy
6. Reading Selection--Thank you, Dr. Martin Luther King Jr. by E. E. Tate

### I. Category: Life Skills

1. Reading Selection--Adventures of Pinocchio by C. Collodi
2. Reading Selection--Little Lame Prince by D. Craik
3. Reading Selection--Secret Garden by F. H. Burnett
4. Reading Selection--The Lion, the Witch and the Wardrobe by C. S. Lewis
5. Reading Selection--The Wind in the Willows by K. Grahame

## Grade 5 Reading TAKS Objectives and Student Expectations Supported by Learning for Life Lessons and Reading Selections

**Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.**

- (5.9) Reading/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to
- (B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words(4-5); and
  - (C) determine meanings of derivatives by applying knowledge of the meanings of root words such as *like, pay, or happy* and affixes such as *dis-, pre-, un-* (4-8).

**(5.10) Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to

- (F) determine a text’s main (or major) ideas and how those ideas are supported with details (4-8); and
- (G) paraphrase and summarize text to recall, inform, or organize ideas (4-8).

**Objective 2: The student will apply knowledge of literary elements to understand culturally diverse written texts.**

**(5.12) Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to

- (H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8); and
- (I) recognize and analyze story plot, setting, and problem resolution (4-8).

**Objective 3: The student will use a variety of strategies to analyze culturally diverse written texts.**

**(5.10) Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to

- (E) use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);
- (I) find similarities and differences across texts such as in treatment, scope, or organization (4-8); and
- (L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).

**(5.11) Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to

- (A) judge the internal consistency or logic of stories and texts such as “Would this character do this?”; “Does this make sense here?” (4-5);
- (D) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);
- (E) compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants (2-8); and
- (J) describe how the author’s perspective or point of view affects the text (4-8).

## Grade 5 Reading TAKS Objectives and Student Expectations Supported by Learning for Life Lessons and Reading Selections (continued)

**Objective 4:** The student will apply critical-thinking skills to analyze culturally diverse written texts.

**(5.10) Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to

(H) draw inferences such as conclusions or generalizations and support them with text evidence [and experience] (4-8); and

(J) distinguish fact and opinion in various texts (4-8).

**(5.11) Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to

(C) support responses by referring to relevant aspects of text [and his/her own experience] (4-8); and

(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).

**(5.12) Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to

(B) recognize that authors organize information in specific ways (4-5).