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**Practicing for Success: STAAR
Reading Language Arts
Grade 5**

This sample includes the following:

Teacher's Guide pages (5 pages)

- Cover and Table of Contents
- Pacing Plan
- Teacher Notes

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Practicing for Success



STAAR[®]

Grade

5



Teacher's Guide



UPDATED
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REDESIGN



Reading Language Arts

Table of Contents

Introduction	4
Practicing for Success	4
What the Research Says	5
Practice Tests	5
Supporting All Learners.....	6
Small-Group Instruction.....	6
English Learners	6
Students with Diverse Abilities	6
References Cited.....	6
How to Use This Resource.....	7
Pacing Plan.....	9
Teacher Notes	10
Analyzing Language to Understand Texts [5.3(A, B, C); 5.6F; 5.9B; 5.10(D, G)]	10
Using Characters and Plot to Analyze Themes [5.3D; 5.6C; 5.7D; 5.8(A, B, C, D); 5.9(A, C); 5.10E]	14
Comprehending Texts in Multiple Ways [5.6 (G, H); 5.9D (i, iii); 5.10 (A, B)].....	18
Understanding an Author’s Argument and Reasons for Writing [5.6E; 5.7C; 5.9D (ii); 5.9E (i, ii, iii); 5.10 (C, F)]	22
Revising and Editing [5.2B; 5.11 (B, C, D)].....	28
Appendix	34
Assessed TEKS Correlations	34
Practice Test Answers and Correlations.....	36
Practice Page Bubble Sheets.....	38

Pacing Plan

The following six-week pacing plan is designed to provide students with a variety of strategies for analyzing texts. Lessons in the student book appear in this order and can be used to prepare students in just 30 minutes a day. You can customize this pacing plan according to students' needs.

Unit	Day 1	Day 2	Day 3	Day 4	Day 5
Analyzing Language to Understand Texts	5.3 (A, B, C) Guided Practice	5.3 (A, B, C) Partner Practice	5.6F; 5.9B; 5.10 (D, G) Guided Practice	5.6F; 5.9B; 5.10 (D, G) Partner Practice	5.3 (A, B, C); 5.6F; 5.9B; 5.10 (D, G) Independent Practice
Using Characters and Plot to Analyze Themes	5.6C; 5.8 (A, B); 5.10E Guided Practice	5.6C; 5.8 (A, B); 5.10E Partner Practice	5.3D; 5.7D; 5.8 (C, D); 5.9C Guided Practice	5.3D; 5.7D; 5.8 (C, D); 5.9C Partner Practice	5.3D; 5.6C; 5.7D; 5.8 (A, B, C, D); 5.9C; 5.10E Independent Practice
Comprehending Texts in Multiple Ways	5.6 (G, H); 5.9Di Guided Practice	5.6(G, H); 5.9Di Partner Practice	5.9Diii; 5.10 (A, B) Guided Practice	5.9Diii; 5.10 (A, B) Partner Practice	5.6 (G, H); 5.9 (Di, Diii); 5.10 (A, B) Independent Practice
Understanding an Author's Argument and Reasons for Writing	5.7C; 5.9 (Ei, Eii, Eiii) Guided Practice	5.7C; 5.9 (Ei, Eii, Eiii) Partner Practice	5.6E; 5.9Dii; 5.10C; 5.10F Guided Practice	5.6E; 5.9Dii; 5.10C; 5.10F Partner Practice	5.6E; 5.7C; 5.9 (Dii, Ei, Eii, Eiii); 5.10C; 5.10F Independent Practice
Revising and Editing Texts	Text 1 5.11Bi; 5.11C; 5.11D (i, vi, x) Guided Practice	Text 1 5.11Bi; 5.11C; 5.11D (i, vi, x) Guided Practice	Text 2 5.2 (Bi, Bii, Biv, Bvi); 5.11 (Bii, Dii) Guided Practice	Text 2 5.2 (Bi, Bii, Biv, Bvi); 5.11 (Bii, Dii) Guided Practice	Text 3 5.2Bv; 5.11 (Diii, Div, Dv, Dvii, Dviii) Independent Practice
Practice Test	Reading (Items 1–18)	Reading (Items 19–26)	Revising and Editing (Items 27–41)	Practice Test Review	Celebration

Characters Influence the Theme

This lesson guides students as they work on pages 18–19.

TEKS Lesson Focus

Reading Standard 5.6C—Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (C) make and correct or confirm predictions using text features, characteristics of genre, and structures.

Reading Standard 5.8A and 5.8B—Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (A) infer multiple themes within a text using text evidence; (B) analyze the relationships of and conflicts among the characters.

Reading Standard 5.10E—Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to: (E) identify and understand the use of literary devices, including first- or third-person point of view.

Guided Practice

1. Tell students strong readers pay attention to who is telling the story. This is the narrative point of view.
2. Direct students to use that point of view to help determine characters’ perspective of a conflict. How are the characters reacting to the conflict? This helps readers determine a theme.

After you finish reading paragraph 1, model step 1 of the Understanding Characters and Theme section by determining the narrative point of view: first-person. The story is told from Naomi’s point of view. Then, model step 2 by underlining the conflict: Naomi is embarrassed, and no one comes near her in the cafeteria. Model step 3 by annotating how Naomi is acting and thinking about the conflict.

What Really Matters

- 1 I was more embarrassed than I had ever been before. It was my first day in a new school, and already my mom had completely ruined it by coming to the school. Not only had she come into the school, but she was also wearing that stupid sweater and those ridiculous jeans. How could she do that to me? Didn't she know that I was nervous enough about starting in a new school? This was so unfair! I sat miserably in the cafeteria. Nobody came near me, and it was easy to see why: Everyone was probably already laughing at me.
- 2 Just when I thought things couldn't get any more humiliating, a girl came up to me and said, "You're new here, aren't you?"
- 3 "Yeah," I murmured. "I am."
- 4 "I didn't think I recognized you when I saw you in math class before. I'm Jafeen, by the way."
- 5 "I'm Naomi," I responded, almost in disbelief. This girl was actually talking to me! After a moment of stunned silence and with a shaky voice, I haltingly invited Jafeen to sit down.
- 6 Jafeen plopped down at the table and then continued, "I saw you in the hall just now, too. Was that your mom with you?"
- 7 I cringed with embarrassment at that question. Of all the things Jafeen could have noticed, it had to be that. Unable to say anything, I just nodded.
- 8 "You're so amazingly lucky," Jafeen responded. "My mom doesn't even live with me. I haven't talked to her in forever."

What do paragraphs 5–8 reveal about Jafeen's character?

After you finish reading paragraph 5, model step 3 again. Annotate how Naomi is acting and thinking about the conflict. Model step 4 by thinking aloud about the question: How is Naomi changing in response to Jafeen talking to her? She is surprised that Jafeen wants to talk to her.

Finally, think aloud step 5 by predicting how Naomi will act after Jafeen’s last line. Mark evidence to support the prediction that she will think differently about her mother.



Answers for page 19—1. C; 2. B; 3. A; 4. D

Putting It All Together

After you read the final paragraph, ask students to compare Naomi and Jafeen’s perspectives of the conflict.



Teacher Tips

The three standards are combined in this lesson because they complement each other with analyzing characters. Identifying the narrative point of view (5.10E) supports students’ analysis of the characters’ conflicts and perspectives (5.8B). Once students have a strong understanding of a character and how they change, they can interpret a theme and make predictions about what the character would do next (5.8A and 5.6C).

Partner Practice

This lesson guides students as they work on pages 20–21.

1. Remind students to use the steps from the Understanding Characters and Theme section.
2. Use this time to collect data as you listen in to student conversations to prepare for 1:1 or small-group instruction during Independent Practice.

Remind students to use the title and their background knowledge to make predictions about the narrative poem.

As you circulate, listen in to student conversations about the point of view. If necessary, remind them of the difference between first- and third-person point of view.

On the Beach at Night

On the beach at night,
Stands a child with her father,
Watching the east, the autumn sky,
Up through the darkness,

5 While ravening clouds—burial clouds—in black masses spreading,
Lower sullen and fast across and down the sky.
Amid a transparent clear band of ether yet left in the east,
Ascends large and calm the lord-star Jupiter,
And near at hand, only a very little above,

10 Swim the delicate sisters the Pleiades.
From the beach the child holding the hand of her father,
Those burial clouds that lower victorious soon to devour all,
Watching, silently weeps.
Weep not, child! Weep not, my darling!

15 With these kisses let me remove your tears.
The ravening clouds shall not long be victorious.
They shall not long possess the sky;
they devour the stars only in apparition.
Jupiter shall emerge, be patient, watch again another night,
the Pleiades shall emerge.
They are immortal! All those stars both silvery and golden
shall shine out again.

20 The great stars and the little ones shall shine out again;
they endure.
The vast immortal sun and the long-enduring pensive moon
shall again shine.

Who are the characters?

What is the conflict, or problem, in the story?

How does the father react to the conflict?

What do you think will happen next time it rains?

Make sure students are annotating for the conflict and how characters respond to the conflict. Because this is a poem, encourage students to focus on how the father describes the setting to his crying daughter. This helps reveal the theme about difficult times passing.



Answers for page 21—1. C; 2. A; 3. C; 4. D

Putting It All Together

Remind students that characters can have different perspectives of a conflict. This will also support their predictions about the characters' next actions.

Independent Practice

This lesson guides students as they work on pages 26–27.

1. Tell students that this will be an opportunity to apply their new skills on their own.

Notice which students are identifying the point of view and the conflict. Remind students to annotate a character's actions, dialogue, and inner thinking.

Notice which students have annotated the three characters' different responses to the conflict.

The Write Thing

1 Shawn and his class were working on a new assignment. They were writing persuasive essays. Mr. Matthews told the class about the assignment Monday morning.

2 "This is going to be awful," Shawn sighed. "I never know what to write about. How can I persuade someone of something I don't care about?"

3 After giving the class their directions for planning their essays, Mr. Matthews asked Shawn to join him at the group table. He also invited Francesca. "Try writing about something important to you," Mr. Matthews said.

4 Shawn thought for a moment. "I don't know."

5 Mr. Matthews chuckled. He scratched his beard, thinking. "Hey, didn't I see you trying out for the football team yesterday, Shawn?"

6 "Yeah, so?" He did not understand what football trouts had to do with writing a persuasive essay.

7 "He's trying to tell you that that is the topic you should write about," Francesca grumbled, rolling her eyes.

8 "Um...yeah. Okay," Shawn smiled.

9 Mr. Matthews suggested that Shawn list the strongest and best reasons he could think of that would convince people that he should be on the team. When Shawn had listed his reasons, he was ready to start writing.

10 Mr. Matthews turned to Francesca. "Okay, Francesca, what are you passionate about?"

11 "Being at home in bed," she mumbled. Then, for dramatic effect, she yawned.

12 Mr. Matthews scratched his beard again. "Well, what about writing about how important sleep is for kids?"

13 Francesca looked up at Mr. Matthews for the first time. There was a glint of interest in her eyes. Then she shrugged. "I guess."

14 Mr. Matthews beamed. He walked her through the same steps as Shawn.



Answers for page 27—1. D; 2. D; 3. A; 4. Answers should include that the sentences from paragraph 13 show that Francesca feels Mr. Matthews's advice is helpful. She is now inspired to write about the importance of sleep. This line shows her interest: "There was a glint of interest in her eyes." Even though she does not express more excitement beyond this, she shows that she thinks Mr. Matthews's idea is a good topic for her assignment.