beanstack

Texas Standards Alignment - Grade 5

Texas Essential Knowledge and Skills: 110.7. English Language Arts and Reading

TEKS: ENGLISH LANGUAGE ARTS AND READING

Strand 1: Developing and Sustaining Foundational Language Skills

Listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively.	
110.7 (3)	**Beanstack Alignment**
The student is expected to:	Media specialists/teachers can:
(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.	- assign Beanstack's Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections to help students determine meaning, syllabication, pronunciation, and word origin. - model and instruct students to utilize the highlight, annotate, and read-aloud features in Short Stacks nonfiction articles to aid in determining meaning, syllabication, pronunciation, and word origin. - customize challenge activities to assess students' abilities to use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.
(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.	- assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections to aid students in determining the relevant meaning of unfamiliar and multiple-meaning words. - instruct students using a text to read aloud and think aloud, then assist students in using context within and beyond a sentence to determine the relevant meaning of unfamiliar and multiple-meaning words. - customize challenge activities to assess students' abilities to determine the relevant meaning of unfamiliar and multiple-meaning words.
(C) identify the meaning of and use words	assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge

with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo.	collections to aid students in identifying the meaning of and using words with affixes. ● customize challenge activities to include external resources that inform students of common affixes. ● customize challenge activities to include questions about identifying the meaning of and using words with affixes.
(D) identify, use, and explain the meaning of adages and puns.	● assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections to aid students in identifying, using, and explaining the meaning of adages and puns in a text. ● model and instruct students to utilize the highlight, annotate, and read-aloud features in Short Stacks nonfiction articles to help in identifying, using, and explaining the meaning of adages and puns in a text. ● customize challenge activities to assess students' abilities to identify, use, and explain the meaning of adages and puns in a text.

Listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension.

110.7 (4)	Beanstack Alignment
The student is expected to:	Media specialists/teachers can:
(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	● listen as a student reads their independent reading book aloud to assess student fluency and then review the appropriateness of text levels in their reading log. ● assign students to a small group to practice reading Short Stacks nonfiction articles aloud. ● allow students of differing abilities the opportunity to preview texts before reading aloud or use the read-aloud feature in Short Stacks nonfiction articles to hear fluent reading modeled.

	● modify challenge activities to include links to differentiated content. ● assign and link to a specific book or books and customize read-aloud activities within a reading list challenge.

Listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently.

110.7 (5)	Beanstack Alignment
The student is expected to:	Media specialists/teachers can:
(A) self-select text and read independently for a sustained period of time.	● provide integrated reading content and link to library materials for students to self-select and read independently. ● track students' reading logs with various reports and insights that assess reading habits, which correlate to grade-level reading proficiency and comprehension. ● create compelling reading challenges, badges, and rewards to motivate students to read independently for a sustained period of time. ● run reading competitions and encourage students to build reading streaks by logging daily reading sessions.

Strand 2: Comprehension

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Listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

110.7 (6)	Beanstack Alignment
The student is expected to:	Media specialists/teachers can:

(A) establish purpose for reading assigned and self-selected texts.	• assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections to instruct students to establish a purpose for reading assigned and self-selected texts. • customize challenge activities to assess students' abilities to establish a purpose for reading assigned and self-selected texts.
(B) generate questions about text before, during, and after reading to deepen understanding and gain information.	• assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections to require students to generate questions about the text before, during, and after reading to deepen understanding and gain information. • customize challenge activities to assess students' abilities to generate questions about the text before, during, and after reading to deepen understanding and gain information.
(C) make and correct or confirm predictions using text features, characteristics of genre, and structures.	• assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections to require students to make and correct or confirm predictions using text features, characteristics of the genre, and structures. • customize challenge activities to assess students' abilities to make and correct or confirm predictions using text features, characteristics of the genre, and structures.
(D) create mental images to deepen understanding.	• assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections to require students to create mental images to deepen their understanding of a text. • customize challenge activities to assess students' abilities to create mental images to deepen their understanding of a text.
(E) make connections to personal experiences, ideas in other texts, and society.	• assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections to require students to make connections to personal experiences, ideas in other texts, and society. • use the Beanstack book review feature for students to make connections to

	personal experiences, ideas in other texts, and society. ● instruct students to utilize the highlight and annotate features in Short Stacks nonfiction articles when recording their connections to the text. ● customize challenge activities to assess students' abilities to make connections to personal experiences, ideas in other texts, and society.
(F) make inferences and use evidence to support understanding.	● assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections requiring students to make inferences and use evidence to support understanding. ● have students cite evidence in Short Stacks nonfiction articles using the highlight feature and justify their inferences using the annotate feature. ● customize challenge activities to assess students' abilities to make inferences and use evidence to support understanding.
(G) evaluate details read to determine key ideas.	● assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections to ask students about details read and key ideas. ● have students cite details read in Short Stacks nonfiction articles using the highlight feature and record key ideas using the annotate feature. ● customize challenge activities to assess students' abilities to evaluate details read to determine key ideas. ● assign and track students' abilities to answer questions by evaluating details read to determine key ideas, using reading validation challenges.
(H) synthesize information to create new understanding.	● assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections to ask students to synthesize information to create new understanding. ● have students cite information in Short Stacks nonfiction articles using the highlight feature and synthesize information to create new understanding using the annotate feature. ● assign and track students' responses as they answer questions by synthesizing

	information to create new understanding, using reading validation challenges. ● use the Beanstack book review feature for students to synthesize information to create new understanding. ● customize challenge activities to assess students' abilities to synthesize information to create new understanding.
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	● assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections to require students to monitor their comprehension. ● have students monitor comprehension in Short Stacks nonfiction articles using the highlight and annotate features. ● encourage students who are reading below grade level to listen to Short Stacks nonfiction articles using the read-aloud feature. ● track student reading and monitor comprehension using challenges with reading validation questions. ● customize challenge activities to assess students' abilities to monitor their comprehension.

Strand 3: Response

Listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	
110.7 (7)	**Beanstack Alignment**
The student is expected to:	Media specialists/teachers can:
(A) describe personal connections to a variety of sources, including self-selected	● assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections to require students to describe personal connections to the text.

texts.	● have students cite details read in Short Stacks nonfiction articles using the highlight feature and record personal connections using the annotate feature. ● customize challenge activities to assess students' abilities to describe personal connections to a variety of sources, including self-selected texts.
(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.	● assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections to instruct students to write responses that demonstrate an understanding of the challenge's included informational texts. ● customize challenge activities to assess students' abilities to write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
(C) use text evidence to support an appropriate response.	● instruct students to cite evidence in Short Stacks nonfiction articles by utilizing the highlight feature and respond to the evidence in text-box activities. ● assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections to require students to use text evidence to support an appropriate response. ● customize challenge activities to assess students' abilities to use text evidence to support an appropriate response.
(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.	● assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections and instruct students to retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. ● customize challenge activities to include retelling, paraphrasing, and summarizing texts in ways that maintain meaning and logical order. ● use the Beanstack book review feature for students to write a review retelling, paraphrasing, or summarizing a text in ways that maintain meaning and logical order.
(E) interact with sources in meaningful	● instruct students to interact with Short Stacks nonfiction articles by utilizing the

ways such as notetaking, annotating, freewriting, or illustrating.	highlight, annotate, and read-aloud features. ● assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections to require students to interact with the sources in various meaningful ways. ● customize challenge activities to assess students' abilities to interact with texts in a variety of meaningful ways.
(F) respond using newly acquired vocabulary as appropriate.	● assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections to require students to respond to questions and writing prompts using newly acquired vocabulary. ● use the Beanstack book review feature for students to review a text and require students to respond using newly acquired vocabulary. ● customize challenge activities to include newly acquired vocabulary when answering questions and completing writing prompts.
(G) discuss specific ideas in the text that are important to the meaning.	● instruct students to interact with Short Stacks nonfiction articles by utilizing the highlight and annotate features to discuss specific ideas in the text that are important to the meaning. ● assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections to require students to discuss specific ideas in the text that are important to the meaning. ● customize challenge activities to assess students' abilities to discuss specific ideas in the text that are important to the meaning.

Strand 4: 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.

110.7 (8)	Beanstack Alignment
The student is expected to:	Media specialists/teachers can:
(A) infer multiple themes within a text using text evidence.	● customize challenge activities to assess students' abilities to infer multiple themes within a text using text evidence.
(B) analyze the relationships of and conflicts among the characters.	● customize challenge activities to assess students' abilities to analyze the relationships of and conflicts among the characters.
(C) analyze plot elements, including the rising action, climax, falling action, and resolution.	● customize challenge activities to assess students' abilities to analyze plot elements, including the rising action, climax, falling action, and resolution.
(D) analyze the influence of the setting, including historical and cultural settings, on the plot.	● customize challenge activities to assess students' abilities to analyze the influence of the setting, including historical and cultural settings, on the plot.

Listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

110.7 (9)	Beanstack Alignment
The student is expected to:	Media specialists/teachers can:
(A) demonstrate knowledge of distinguishing characteristics of	● customize challenge activities to require students to demonstrate knowledge of distinguishing characteristics of well-known children's literature.

well-known children's literature such as folktales, fables, legends, myths, and tall tales.	● customize the Beanstack Genre Challenge to cover specific genres, titles, topics, or distinguishing characteristics.
(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms.	● customize the Beanstack Poetry Challenge template to link to a variety of poems and poetry resources and assess students' abilities to explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms.
(C) explain structure in drama such as character tags, acts, scenes, and stage directions.	● customize the Beanstack Genre Challenge to cover drama and assess students' abilities to explain structure in drama such as character tags, acts, scenes, and stage directions.
(D) recognize characteristics and structures of informational text, including (i) the central idea with supporting evidence. (ii) features such as insets, timelines, and sidebars to support understanding. (iii) organizational patterns such as logical order and order of importance.	● assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections to ask students to identify the central idea, text features, and organizational patterns of the included informational texts. ● customize challenge activities to include questions about text features, the central idea, and organizational patterns of informational texts. ● assign and track students' answers to questions about characteristics and structures of informational texts, using reading validation challenges.
(E) recognize characteristics and structures of argumentative text by (i) identifying the claim. (ii) explaining how the author has used facts for or against an argument. (iii) identifying the intended audience or reader.	● customize the Beanstack Genre Challenge to cover argumentative texts and require students to identify the claim, explain how the author has used facts for an argument, and identify the intended audience.

(F) recognize characteristics of multimodal and digital texts.	• assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections to require students to recognize characteristics of multimodal and digital texts. • customize challenge activities to include questions about the characteristics of multimodal and digital texts.

Strand 5: 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 the author's craft purposefully in order to develop his or her own products and performances.	
110.7 (10)	**Beanstack Alignment**
The student is expected to:	Media specialists/teachers can:
(A) explain the author's purpose and message within a text.	• assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections to instruct students to explain the author's purpose and message. • customize challenge activities to assess students' abilities to explain the author's purpose and message within a text.
(B) analyze how the use of text structure contributes to the author's purpose.	• assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections to ask students to analyze how the use of text structure contributes to the author's purpose. • customize challenge activities to assess students' abilities to analyze how the use of text structure contributes to the author's purpose.
(C) analyze the author's use of print and	• assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge

graphic features to achieve specific purposes.	collections to instruct students to analyze the author's use of print and graphic features to achieve specific purposes. ● customize challenge activities to include questions about the author's use of print and graphic features to achieve specific purposes.
(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieve specific purposes.	● assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections to require students to describe how the author's use of imagery, literal and figurative language, and sound devices achieve specific purposes. ● instruct students to utilize the highlight feature to highlight examples of imagery, literal and figurative language, and sound devices; and to utilize the annotate feature to explain how the author's use of these devices achieves specific purposes in Short Stacks nonfiction articles. ● customize challenge activities to require students to describe how the author's use of imagery, literal and figurative language, and sound devices achieve specific purposes.
(E) identify and understand the use of literary devices, including first- or third-person point of view.	● assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections to require students to identify and understand the use of literary devices, including first- or third-person point of view. ● customize challenge activities to assess students' abilities to identify and understand the use of literary devices, including first- or third-person point of view.
(F) examine how the author's use of language contributes to voice.	● assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections to require students to examine how the author's use of language contributes to voice, as a whole class or in small groups. ● customize challenge activities to assess students' abilities to examine how the author's use of language contributes to voice.
(G) explain the purpose of hyperbole,	● assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge

stereotyping, and anecdote.	collections to instruct students to explain the purpose of hyperbole, stereotyping, and anecdote. ● customize challenge activities to assess students' abilities to explain the purpose of hyperbole, stereotyping, and anecdote.

Strand 6: Composition

Listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.	
110.7 (12)	**Beanstack Alignment**
The student is expected to:	Media specialists/teachers can:
(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.	● customize challenge activities to include composing literary texts, using genre characteristics and craft, and linking resources to provide grade-appropriate examples. ● customize the Beanstack Poetry Challenge template to include links to various poems, questions about poems, and poetry writing prompts.
(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	● assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections to instruct students to compose informational texts. ● customize challenge activities to include composing informational texts, using a clear central idea and genre characteristics and craft, and linking grade-appropriate examples, including brief compositions.
(C) compose argumentative texts, including opinion essays, using genre	● assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections to require students to compose argumentative texts, using genre

characteristics and craft.	characteristics and craft. ● customize challenge activities to include composing argumentative texts, using genre characteristics and craft, and linking grade-appropriate examples, including opinion essays.
(D) compose correspondence that requests information.	● assign Short Stacks nonfiction articles or Beanstack's curated ebook challenge collections to require students to compose correspondence that requests information. ● customize challenge activities to assess students' abilities to compose correspondence that requests information and link grade-appropriate examples.

Strand 7: Inquiry and Research

Listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.	
110.7 (13)	**Beanstack Alignment**
The student is expected to:	Media specialists/teachers can:
(A) generate and clarify questions on a topic for formal and informal inquiry.	● assign Short Stacks nonfiction articles for students to generate and clarify questions on a topic for formal and informal inquiry. ● launch a research project using Beanstack's curated ebook reading challenges and add challenge activities that ask students to generate and clarify questions on the topic. ● customize challenge activities to require students to generate and clarify questions on a topic for formal and informal inquiry.

(B) develop and follow a research plan with adult assistance.	use or modify ebook reading challenges and Short Stacks nonfiction articles to model how to develop and follow a research plan on a specific topic.
(C) identify and gather relevant information from a variety of sources.	- assign Short Stacks nonfiction articles and Beanstack's curated ebook reading challenges for students to identify and gather relevant information from a variety of sources. - customize and link resources within challenge activities to provide students with a variety of sources to gather relevant information for inquiry and research purposes.
(D) understand credibility of primary and secondary sources.	- assign and link resources within Short Stacks nonfiction articles or modify Beanstack's curated ebook reading challenges to assess students' abilities to understand the credibility of primary and secondary sources. - customize and link resources within challenge activities to require students to understand the credibility of primary and secondary sources.
(E) demonstrate understanding of information gathered.	- assign and modify Beanstack's curated ebook reading challenges and Short Stacks nonfiction articles to require students to demonstrate an understanding of information gathered for inquiry and research purposes. - customize and link resources within challenge activities to require students to demonstrate an understanding of the information they gathered for inquiry and research purposes.
(F) differentiate between paraphrasing and plagiarism when using source materials.	- use the highlight and annotate features in Short Stacks nonfiction articles when modeling how to paraphrase a text. - customize and link resources within challenge activities to teach students to differentiate between paraphrasing and plagiarism when using source materials.
(G) develop a bibliography.	customize and link resources within challenge activities to teach students to develop a bibliography.

(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	● assign and link resources within Short Stacks nonfiction articles to teach students how to choose and use an appropriate mode of delivery to present results. ● customize challenge activities to assess students' abilities to use an appropriate mode of delivery to present results.