



# Mind Missions®

## Texas

### 5th Grade Standards Alignment

#### U.S. History

TEKS		History: The student is expected to explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain.	Smith's Survival	Pilgrim Play	Penn's People	Trade Troubles	Sons Signal	Forge Feet	Ship Sunk	Constitution Cool Off	Party Planning	Map Muck	Key Composing	Wheel Work	Baby Bunk	A House Divided	Treaty Talks	Rail Race	Women's Words	Money Maker	Pioneering Pilots	Worker Welcome	
			5.1.A	History: The student is expected to explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain.	✓	✓	✓																
5.1.B	History: The student is expected to describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams.	✓	✓	✓																			
5.2.A	History: The student is expected to analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party.				✓	✓	✓	✓															
5.2.B	History: The student is expected to identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period.					✓	✓	✓															
5.2.C	History: The student is expected to summarize the results of the American Revolution, including the establishment of the United States.																						
5.3	History: The student understands the significant individuals who contributed to the creation of the U.S. Constitution and the government it established. The student is expected to identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution..									✓													
5.4.A	History: The student is expected to describe the causes and effects of the War of 1812 such as impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S. manufacturing.												✓										
5.4.B	History: The student is expected to identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States.													✓									
5.4.C	History: The student is expected to identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny.														✓								
5.4.D	History: The student is expected to explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War.															✓							



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<b>TEKS</b>	<b>5.4.E</b>	History: The student is expected to explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution.																				
	<b>5.4.F</b>	History: The student is expected to identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups such as the settlement of the frontier and building of the Transcontinental Railroad.														✓	✓					
	<b>5.5.A</b>	History: The student is expected to explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions.																	✓	✓		
	<b>5.5.B</b>	History: The student is expected to analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election.																				✓
	<b>5.5.C</b>	History: The student is expected to identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics.																	✓		✓	
	<b>5.6.A</b>	Geography: The student is expected to describe political and economic regions in the United States that result from patterns of human activity.														✓						
	<b>5.6.B</b>	Geography: The student is expected to describe regions in the United States based on physical characteristics such as landform, climate, and vegetation.																				
	<b>5.6.C</b>	Geography: The student is expected to locate on a map important political features such as the five largest cities by population in the United States and the 50 states.																				
<b>5.6.D</b>	Geography: The student is expected to create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains.																					



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5.7	Geography: The student is expected to identify and describe the patterns of settlement such as rural, urban, and suburban; and explain the geographic factors that influence patterns of settlement and the distribution of population in the United States; and analyze the geographic factors that influence the location of the five largest urban areas in the United States and explain their distribution.																					
5.8	Geography: The student is expected to describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs; and analyze the positive and negative consequences of human modification of the environment in the United States.																					
5.9	Economics: The student is expected to explain the economic patterns of early European colonies; and identify major industries of colonial America such as shipbuilding and growing of cash crops.																					
5.10.	Economics: The student is expected to identify the development of the free enterprise system in colonial America and the United States; and describe how the free enterprise system works in the United States; and give examples of the benefits of the free enterprise system in the United States.																					
5.11	Economics: The student is expected to explain how supply and demand affects consumers in the United States; and evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States.																					
5.12.A	Economics: The student is expected to compare how people in different regions of the United States earn a living, past and present.														✓							
5.12.B	Economics: The student is expected to identify and explain how geographic factors have influenced the location of economic activities in the United States.																					
5.12.C	Economics: The student is expected to analyze the effects of immigration and migration on the economic development and growth of the United States.													✓								✓
5.12.D	Economics: The student is expected to describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.														✓							



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<b>TEKS</b>	<b>5.13.A</b>	Government: The student is expected to compare the systems of government of early European colonists, including representative government and monarchy.			✓																		
	<b>5.13.B</b>	Government: The student is expected to identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.	✓	✓																			
	<b>5.14</b>	Government: The student is expected to explain the purposes, key elements, and the importance of the Declaration of Independence; explain the purposes of the U.S. Constitution as identified in the Preamble; and explain the reasons for the creation of the Bill of Rights and its importance.																					
	<b>5.16.A</b>	Government: The student is expected to identify and explain the basic functions of the three branches of government; identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and distinguish between national and state governments and compare their responsibilities in the U.S. federal system.																					
	<b>5.16.A</b>	Citizenship: The student is expected to explain various patriotic symbols, including Uncle Sam; national celebrations such as Labor Day; and political symbols such as the donkey and elephant.								✓													
	<b>5.16.B</b>	Citizenship: The student is expected to sing or recite "The Star-Spangled Banner" and explain its history.										✓											
	<b>5.16.C</b>	Citizenship: The student is expected to recite and explain the meaning of the Pledge of Allegiance to the United States Flag.																					
	<b>5.16.D</b>	Citizenship: The student is expected to explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.																					
	<b>5.17</b>	Citizenship: The student is expected to explain why individuals have a duty to participate in civic affairs at the local, state, and national levels; and explain how to contact elected and appointed leaders in local, state, and national governments.																	✓				✓
<b>5.18.A</b>	Citizenship: The student is expected to identify past and present leaders in the national government, including the president and various members of Congress, and their political parties.																						



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<b>TEKS</b>	<b>5.18.B</b>	Citizenship: The student is expected to identify leadership qualities of national leaders, past and present.	✓	✓	✓			✓	✓	✓					✓		✓				✓	
	<b>5.19</b>	Citizenship: The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights. The student is expected to describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney.																				
	<b>5.20.</b>	Culture: The student is expected to identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride" and explain how examples of art, music, and literature reflect the times during which they were created.																				
	<b>5.21.A</b>	Culture: The student is expected to describe customs and traditions of various racial, ethnic, and religious groups in the United States.																				
	<b>5.21.B</b>	Culture: The student is expected to summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.			✓											✓	✓			✓	✓	
	<b>5.22.A</b>	Science, Technology, and Society: The student is expected to identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong.																				
	<b>5.22.B</b>	Science, Technology, and Society: The student is expected to identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program.											✓				✓					
	<b>5.22.C</b>	Science, Technology, and Society: The student is expected to explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.											✓			✓						



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		5.23.A	Social Studies Skills: The student is expected to differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5.23.B	Social Studies Skills: The student is expected to analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5.23.C	Social Studies Skills: The student is expected to organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.																					
5.23.D	Social Studies Skills: The student is expected to identify different points of view about an issue, topic, historical event, or current event.				✓	✓				✓			✓			✓		✓				
5.23.E	Social Studies Skills: The student is expected to identify the historical context of an event.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5.24	Social Studies Skills: The student is expected to apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.																					
5.25.A	Social Studies Skills: The student is expected to use social studies terminology correctly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5.25.B	Social Studies Skills: The student is expected to incorporate main and supporting ideas in verbal and written communication.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5.25.C	Social Studies Skills: The student is expected to express ideas orally based on research and experiences.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5.25.D	Social Studies Skills: The student is expected to create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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<b>TEKS</b>	<b>5.26</b>	Social Studies Skills: The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.																			
<b>ELPS</b>	<b>C.1</b>	Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.																			
	<b>C.2</b>	Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.																			
	<b>C.3</b>	Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.																			



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ELPS	C.4	Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.																			
	C.5	Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.																			
ELA	5.1.A	Oral Language: The student develops oral language through listening, speaking, and discussion. The student is expected to listen actively, ask relevant questions to clarify information, and make pertinent comments.																			
	5.1.B	Oral Language: The student develops oral language through listening, speaking, and discussion. The student is expected to follow, restate, and give oral instructions that include multiple action steps.																			
	5.1.C	Oral Language: The student develops oral language through listening, speaking, and discussion. The student is expected to give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.																			
	5.1.D	Oral Language: The student develops oral language through listening, speaking, and discussion. The student is expected to work collaboratively with others to develop a plan of shared responsibilities.																			





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ELA	5.2.A	Beginning Reading and Writing: The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to demonstrate and apply phonetic knowledge.																				
	5.2.B	Beginning Reading and Writing: The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to demonstrate and apply spelling knowledge.																				
	5.2.C	Beginning Reading and Writing: The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to write legibly in cursive.																				
	5.3.A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	5.3.B	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	5.3.C	Vocabulary: The student uses newly acquired vocabulary expressively. The student is expected to identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and phot.																				
	5.3.D	Vocabulary: The student uses newly acquired vocabulary expressively. The student is expected to identify, use, and explain the meaning of adages and puns.																				
	5.4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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			5.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5.6.A	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 establish purpose for reading assigned and self-selected texts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5.6.B	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 generate questions about text before, during, and after reading to deepen understanding and gain information.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5.6.C	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 make and correct or confirm predictions using text features, characteristics of genre, and structures.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5.6.D	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 create mental images to deepen understanding.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5.6.E	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 make connections to personal experiences, ideas in other texts, and society.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5.6.F	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 make inferences and use evidence to support understanding.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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ELA	5.6.G	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 evaluate details read to determine key ideas.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	5.6.H	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 synthesize information to create new understanding.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	5.6.I	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 monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	5.7.A	Response skills: 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. The student is expected to describe personal connections to a variety of sources, including self-selected texts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	5.7.B	Response skills: 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. The student is expected to write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	5.7.C	Response skills: 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. The student is expected to use text evidence to support an appropriate response.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	5.7.D	Response skills: 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. The student is expected to retell and paraphrase texts in ways that maintain meaning and logical order.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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ELA	5.7.E	Response skills: 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. The student is expected to interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	5.7.F	Response skills: 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. The student is expected to respond using newly acquired vocabulary as appropriate.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	5.7.G	Response skills: 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. The student is expected to discuss specific ideas in the text that are important to the meaning.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	5.8.A	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 infer basic themes supported by text evidence.																				
	5.8.B	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 analyze the relationships of and conflicts among the characters.																				
	5.8.C	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 analyze plot elements, including rising action, climax, falling action, and resolution.																				
	5.8.D	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 analyze the influence of the setting, including historical and cultural settings, on the plot.																				



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ELA	5.9.A	Multiple genres: 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. The student is expected to demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.																				
	5.9.B	Multiple genres: 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. The student is expected 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.																				
	5.9.C	Multiple genres: 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. The student is expected to explain structure in drama such as character tags, acts, scenes, and stage directions;																				
	5.9.D.i	Multiple genres: 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. The student is expected to recognize characteristics and structures of informational text, including the central idea and supporting evidence.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	5.9.D.ii	Multiple genres: 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. The student is expected to recognize characteristics and structures of informational text, including features such as insets, timelines, and sidebars to support understanding.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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ELA	5.9.D.iii	Multiple genres: 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. The student is expected to recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	5.9.E	Multiple genres: 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. The student is expected to recognize characteristics of argumentative text.																				
	5.9.F	Multiple genres: 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. The student is expected to recognize characteristics of multimodal and digital texts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	5.10.A	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 explain the author's purpose and message within a text..	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	5.10.B	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 discuss how the use of text structure contributes to the author's purpose.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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<b>ELA</b>	<b>5.10.C</b>	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 discuss the author's use of print and graphic features to achieve specific purposes.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	<b>5.10.D</b>	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 describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.																					
	<b>5.10.E</b>	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 identify the use of literary devices, including first- or third-person point of view.																					
	<b>5.10.F</b>	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 discuss how the author's use of language contributes to voice																					



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ELA	5.10.G	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 explain the purpose of hyperbole, stereotyping, and anecdote.																					
	5.11.A	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.																					
	5.11.B	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to develop drafts into a focused, structured, and coherent piece of writing.																					
	5.11.C	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.																					
	5.11.D	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to edit drafts with adult assistance using standard English conventions.																					
	5.11.E	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to publish written work for appropriate audiences.																					





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ELA	5.12.A	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. The student is expected to compose literary texts, including personal narratives and poetry, using genre characteristics and craft.																				
	5.12.B	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. The student is expected to compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	5.12.C	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. The student is expected to compose argumentative texts, including opinion essays, using genre characteristics and craft.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	5.12.D	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. The student is expected to compose correspondence that requests information.																				
	5.13.A	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. The student is expected to generate and clarify questions on a topic for formal and informal inquiry.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	5.13.B	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. The student is expected to develop and follow a research plan.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	5.13.C	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. The student is expected to identify and gather relevant information from a variety of sources.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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ELA	5.13.D	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. The student is expected to identify primary and secondary sources.																			
	5.13.E	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	5.13.F	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. The student is expected to recognize the difference between paraphrasing and plagiarism when using source materials.																			
	5.13.G	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. The student is expected to develop a bibliography.																			
	5.13.H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓