

CORE CONNECTION COMPANION

Coloring with Purpose

Close reading through coloring, drawing, and text evidence

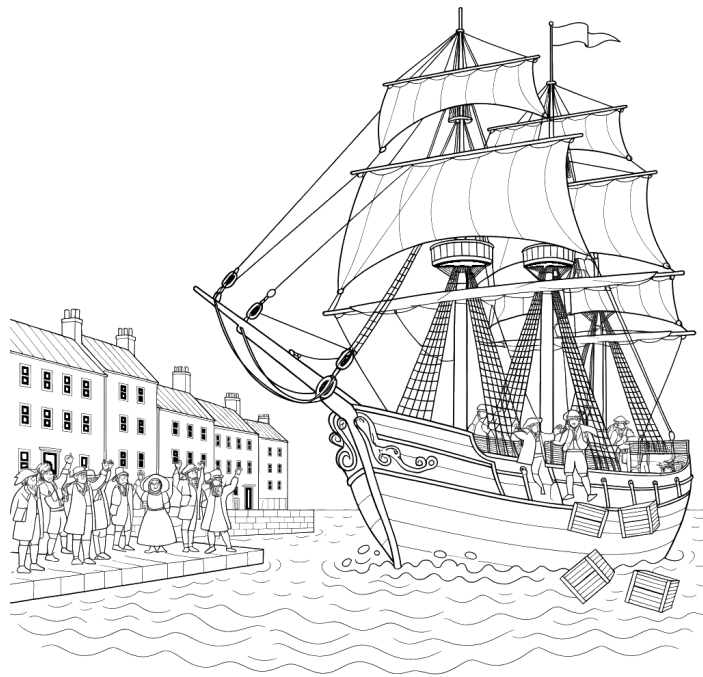
PREPARE + Clusters 1 to 8

Low Stamina Passages

Ordered by TEKS

20 Page Types

Answer Key



Presented by **Randi Whitney**

The Writing Academy®, LLC. Supplemental Support System

What it is. Coloring with Purpose is a Core Connection Companion in The Writing Academy, LLC Supplemental Support System. Every page asks students to read closely, color with a reason, and prove their thinking with words from the passage. Coloring is never the whole task. It is the reward for careful reading and the way students show what they found.

Which passages. Each page uses the Low Stamina passage (Module 1) from PREPARE and Clusters 1 to 8. Students should have the passage in hand while they work. Every page names its passage in the title bar.

Why the pages are ordered by TEKS. The pages are not grouped by cluster. They are grouped under TEKS headings, so a teacher can pull the page that matches the TEKS her core reading language arts instruction is teaching this week. If your core lesson is on text evidence, turn to 5.7(C). If it is on theme, turn to 5.8(A). Each TEKS section opens with a heading page that lists every page in that section.

The core connection. Use a page after the core lesson as extra practice, as a small group task, or as a quick check. Because the passages are shorter Low Stamina texts that students already know, the thinking stays on the TEKS instead of on decoding a new text.

How to find a page. The Table of Contents lists every page with its activity type, TEKS, passage and cluster, and page number. The TEKS and its wording also appear in the footer of every page.

Printing. Every page is black and white and prints cleanly on any copier. The art is outline only, so students can color every part.

Answer Key. The Answer Key at the back is ordered by page number. For evidence tasks it gives the exact sentence from the passage. For open tasks it gives a model answer or look-fors. Accept any answer that is supported by the passage.

The page types. Find the Missing Detail, Find the Extra Detail, Color the Evidence, Paraphrase the Picture, Sequence the Scene, Cause and Effect Panels, Feelings Faces, Vocabulary Labeling, Compare Two Pictures, What Happens Next, Text Feature Labeling (Poem Parts or Setting Labeling for poems and stories), Main Idea or Theme Caption, Ask the Picture, Comic Strip Retell, Author's Purpose Palette, Connection Corner, Word Picture, Illustrator Alert!, Build the Scene, and Vocabulary Doodle Detective.

TEKS Connection and Why It Matters. A short line under each activity names every TEKS the page serves and why the task matters. Many pages include TEKS 3.7(E), because illustrating is one of the ways the TEKS say students interact with sources in meaningful ways. On these pages coloring and drawing are evidence work: students must return to the passage to decide what belongs in the picture.

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Grade 5
Coloring with Purpose

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TEKS SECTION

TEKS 5.3(B)

Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

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Name: _____

Date: _____



Word Bank

theories

investigation

source

recalled

Vocabulary Labeling

1. Find each word in *The Great Chocolate Chip Cookie Mystery*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 5.3B, 5.7F, 5.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 5.3(B): Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

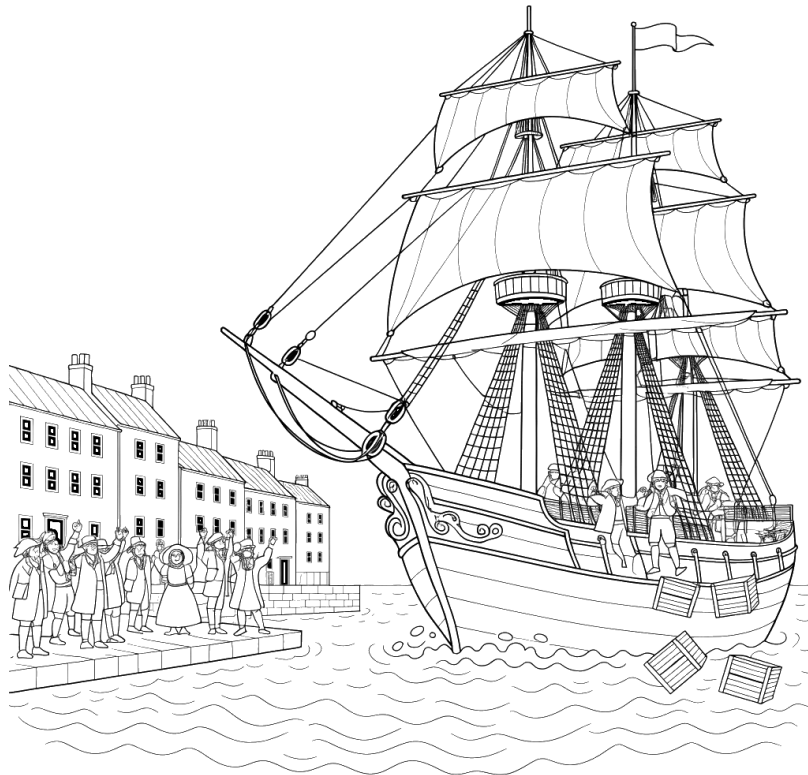
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Coloring with Purpose

Grade 5 • Cluster 1
From Tension to Revolution

Name: _____

Date: _____



Word Bank

Parliament

representation

debt

resistance

Vocabulary Labeling

1. Find each word in *From Tension to Revolution*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 5.3B, 5.7F, 5.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 5.3(B): Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

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Coloring with Purpose

Grade 5 • Cluster 2
A Harvest to Remember

Name: _____

Date: _____



Word Bank

harvest

productive

geography

celebration

Vocabulary Labeling

1. Find each word in *A Harvest to Remember*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 5.3B, 5.7F, 5.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 5.3(B): Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

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Coloring with Purpose

Grade 5 • Cluster 3
Our Rights, Our Voices

Name: _____

Date: _____



Word Bank

rights

religion

jury

protective

Vocabulary Labeling

1. Find each word in *Our Rights, Our Voices*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 5.3B, 5.7F, 5.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 5.3(B): Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

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Coloring with Purpose

Grade 5 • Cluster 4
The Garden That Wouldn't Grow

Name: _____

Date: _____



Word Bank

droop

frustrated

function

adjusted

Vocabulary Labeling

1. Find each word in *The Garden That Wouldn't Grow*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 5.3B, 5.7F, 5.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 5.3(B): Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

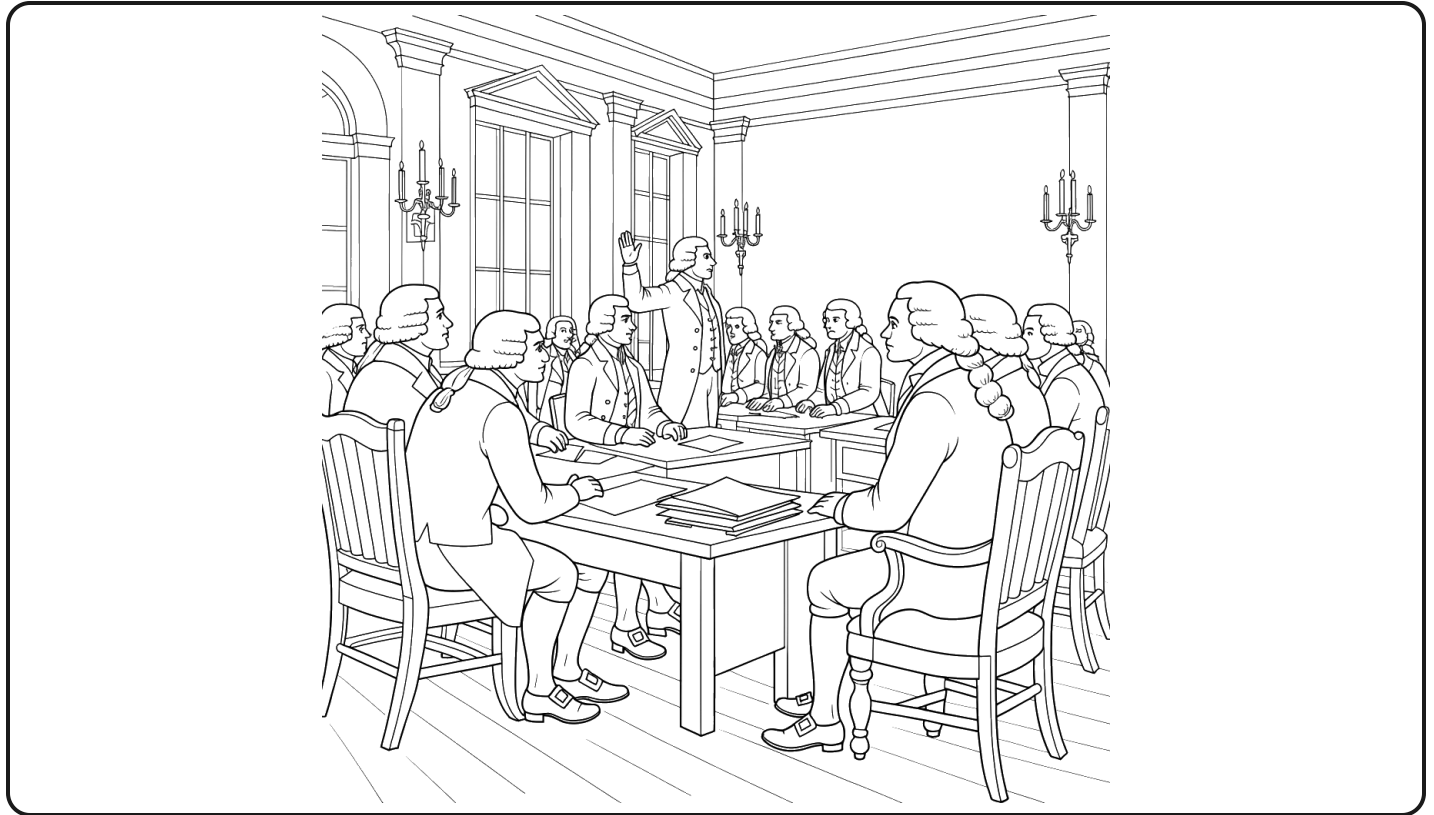
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Coloring with Purpose

Grade 5 • Cluster 5
A Difficult Compromise

Name: _____

Date: _____



Word Bank

delegates

convention

representation

compromise

Vocabulary Labeling

1. Find each word in *A Difficult Compromise*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 5.3B, 5.7F, 5.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 5.3(B): Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

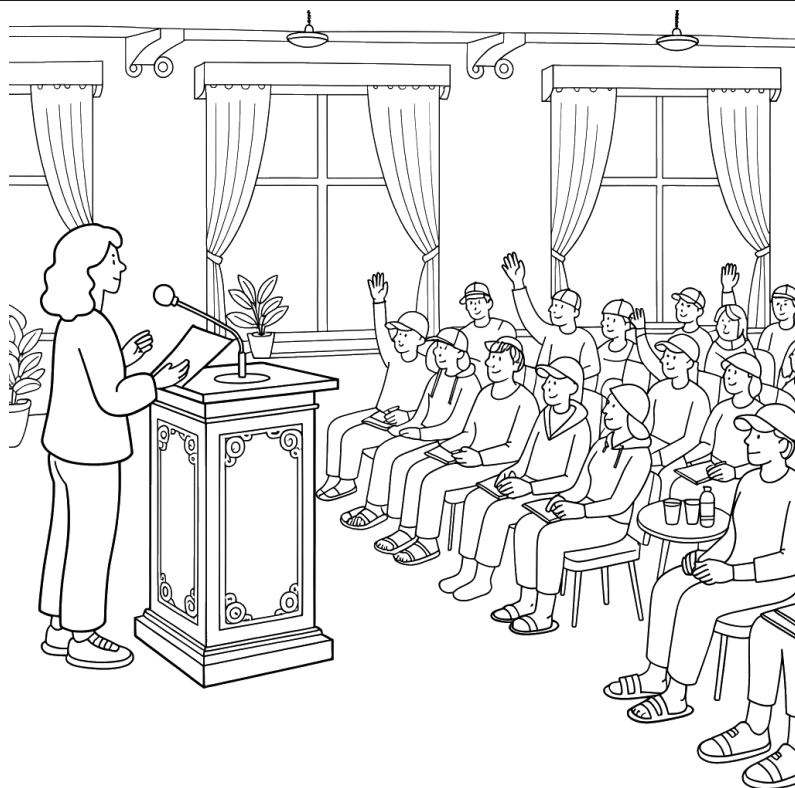
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Coloring with Purpose

Grade 5 • Cluster 6
A Voice in the Community

Name: _____

Date: _____



Word Bank

civic

election

volunteering

impact

Vocabulary Labeling

1. Find each word in *A Voice in the Community*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 5.3B, 5.7F, 5.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 5.3(B): Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

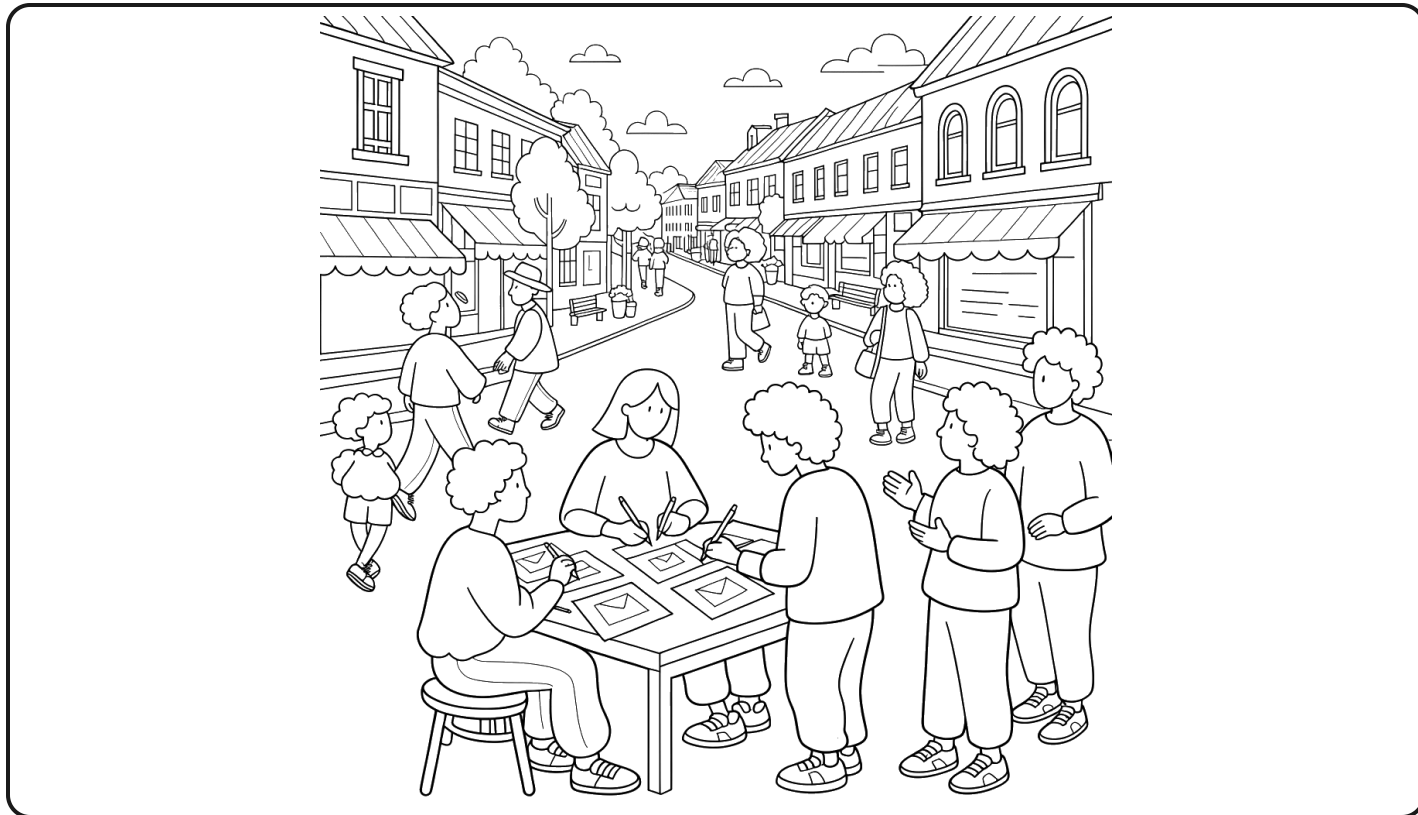
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Coloring with Purpose

Grade 5 • Cluster 7
One Voice Can Start a Wave

Name: _____

Date: _____



Word Bank

conquers

whisper

mighty

seek

Vocabulary Labeling

1. Find each word in *One Voice Can Start a Wave*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 5.3B, 5.7F, 5.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 5.3(B): Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

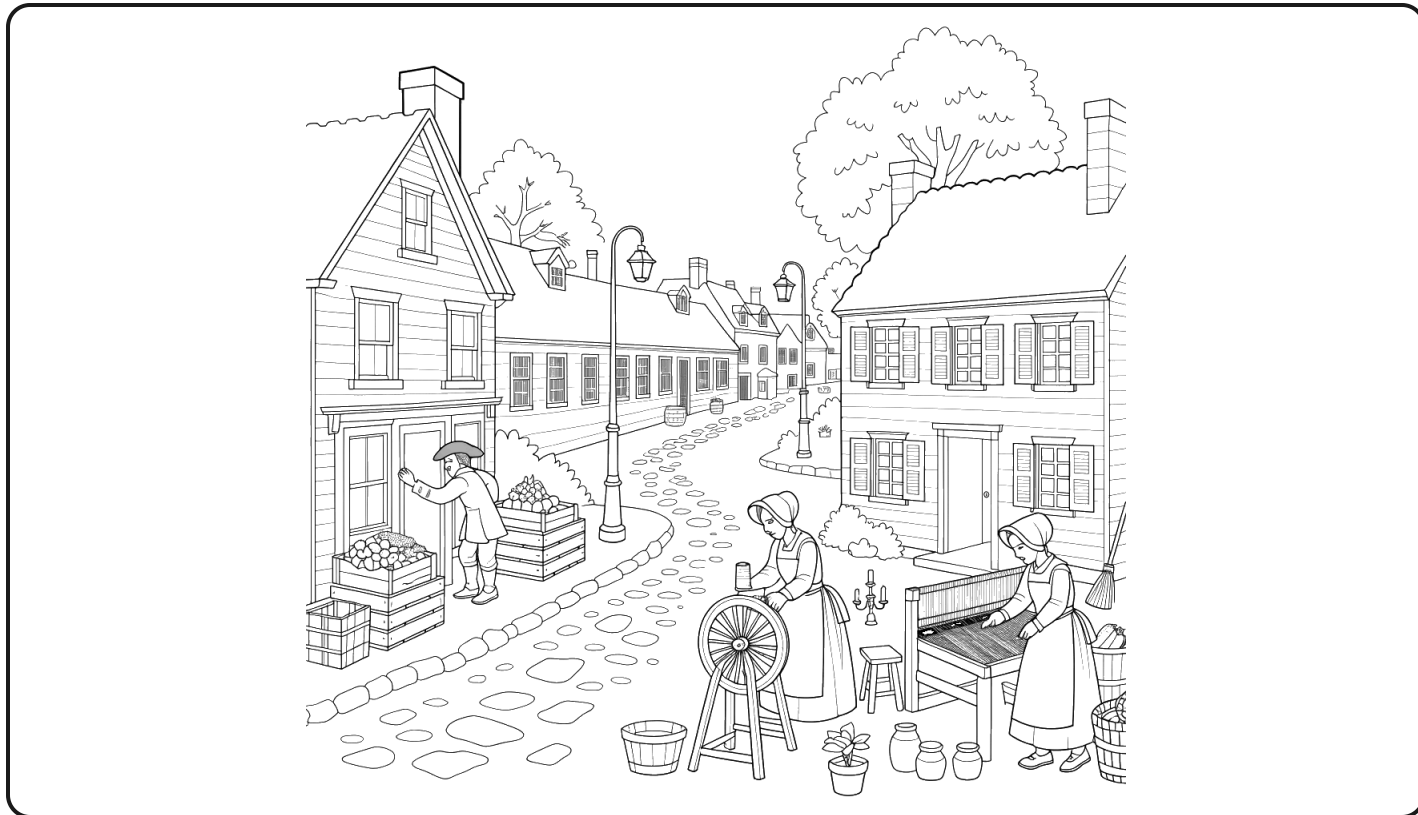
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Coloring with Purpose

Grade 5 • Cluster 8
From Protest to Participation

Name: _____

Date: _____



Word Bank

boycotts

petitions

democracy

consequences

Vocabulary Labeling

1. Find each word in *From Protest to Participation*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 5.3B, 5.7F, 5.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 5.3(B): Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

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TEKS SECTION

TEKS 5.6(B)

Generate questions about text before, during, and after reading to deepen understanding and gain information.

Activity	Passage (Cluster)	Page
Ask the Picture	The Great Chocolate Chip Cookie Mystery (Prepare)	20
Ask the Picture	From Tension to Revolution (Cluster 1)	21
Ask the Picture	A Harvest to Remember (Cluster 2)	22
Ask the Picture	Our Rights, Our Voices (Cluster 3)	23
Ask the Picture	The Garden That Wouldn't Grow (Cluster 4)	24
Ask the Picture	A Difficult Compromise (Cluster 5)	25
Ask the Picture	A Voice in the Community (Cluster 6)	26
Ask the Picture	One Voice Can Start a Wave (Cluster 7)	27
Ask the Picture	From Protest to Participation (Cluster 8)	28

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Name: _____

Date: _____



Ask the Picture

1. Look at the picture from *The Great Chocolate Chip Cookie Mystery*. In the speech bubble, write a question someone in the picture might ask, or a question you have.
2. Find the answer in the passage. Copy the sentence that answers your question.

3. Color the picture.

TEKS Connection: 5.6B, 5.7C, 5.7E. **Why It Matters:** Students ask a question about the text and return to the source to answer it.

TEKS 5.6(B): Generate questions about text before, during, and after reading to deepen understanding and gain information.

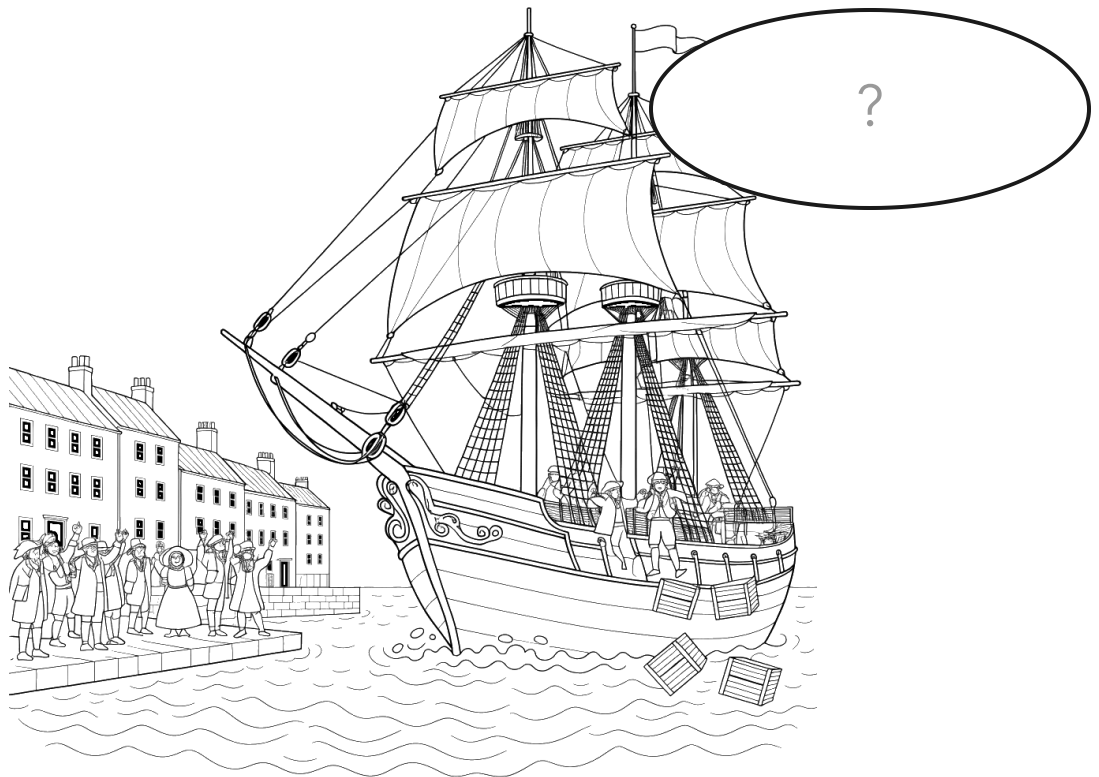
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Coloring with Purpose

Grade 5 • Cluster 1
From Tension to Revolution

Name: _____

Date: _____



Ask the Picture

1. Look at the picture from *From Tension to Revolution*. In the speech bubble, write a question someone in the picture might ask, or a question you have.
2. Find the answer in the passage. Copy the sentence that answers your question.

3. Color the picture.

TEKS Connection: 5.6B, 5.7C, 5.7E. **Why It Matters:** Students ask a question about the text and return to the source to answer it.

TEKS 5.6(B): Generate questions about text before, during, and after reading to deepen understanding and gain information.

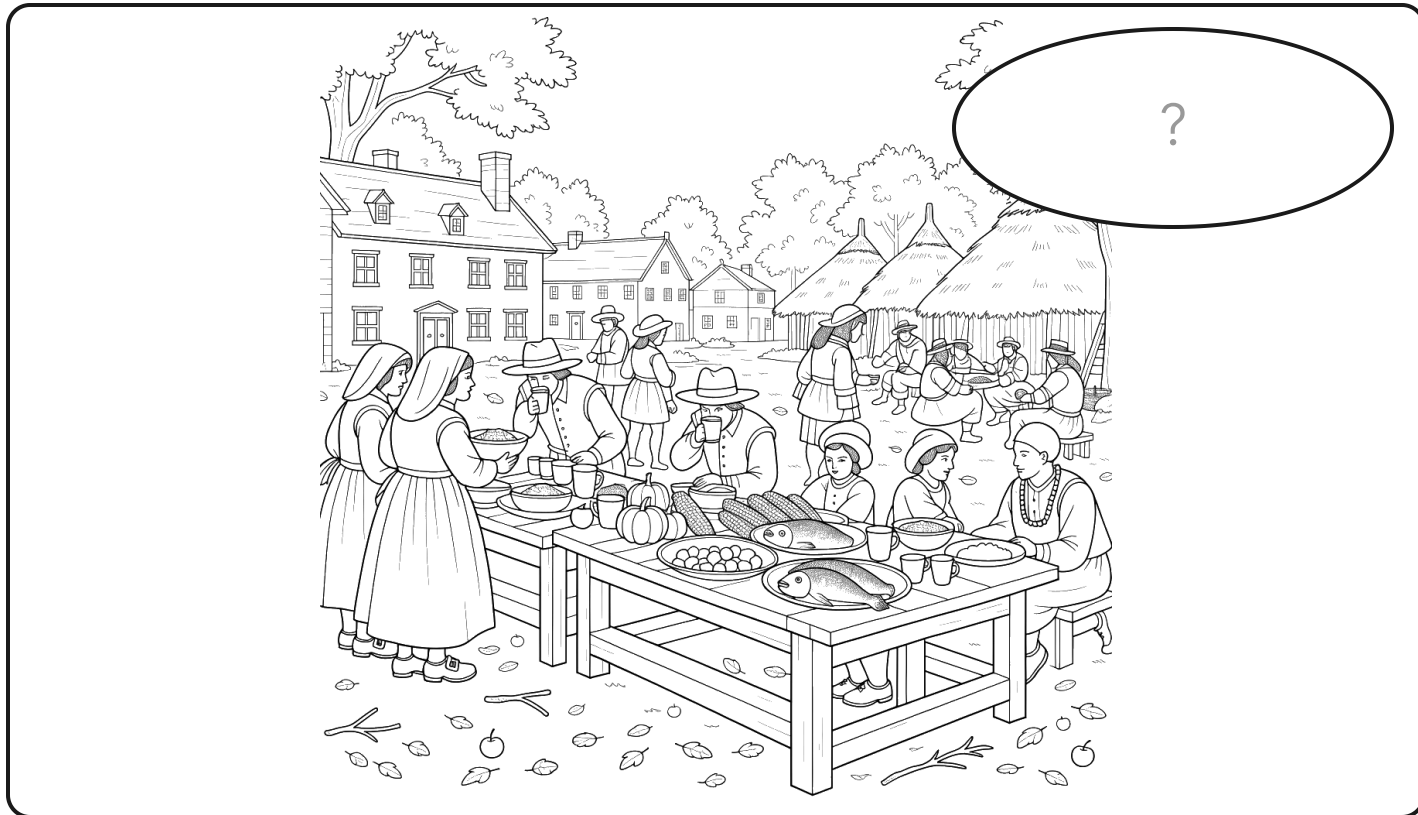
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Coloring with Purpose

Grade 5 • Cluster 2
A Harvest to Remember

Name: _____

Date: _____



Ask the Picture

1. Look at the picture from *A Harvest to Remember*. In the speech bubble, write a question someone in the picture might ask, or a question you have.
2. Find the answer in the passage. Copy the sentence that answers your question.

3. Color the picture.

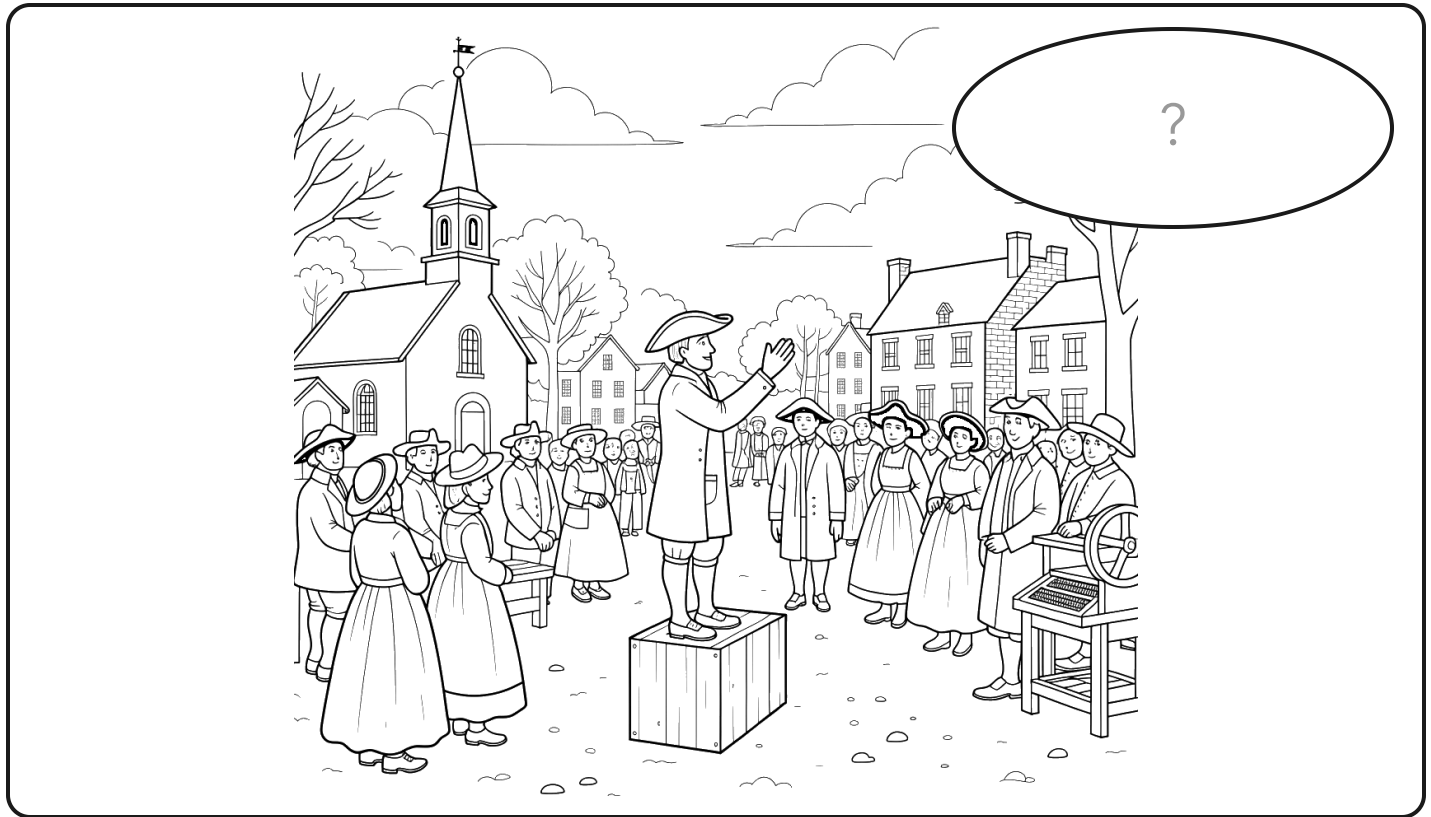
TEKS Connection: 5.6B, 5.7C, 5.7E. **Why It Matters:** Students ask a question about the text and return to the source to answer it.

TEKS 5.6(B): Generate questions about text before, during, and after reading to deepen understanding and gain information.

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Name: _____

Date: _____



Ask the Picture

1. Look at the picture from *Our Rights, Our Voices*. In the speech bubble, write a question someone in the picture might ask, or a question you have.
2. Find the answer in the passage. Copy the sentence that answers your question.

3. Color the picture.

TEKS Connection: 5.6B, 5.7C, 5.7E. **Why It Matters:** Students ask a question about the text and return to the source to answer it.

TEKS 5.6(B): Generate questions about text before, during, and after reading to deepen understanding and gain information.

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Name: _____

Date: _____



Ask the Picture

1. Look at the picture from *The Garden That Wouldn't Grow*. In the speech bubble, write a question someone in the picture might ask, or a question you have.
2. Find the answer in the passage. Copy the sentence that answers your question.

3. Color the picture.

TEKS Connection: 5.6B, 5.7C, 5.7E. **Why It Matters:** Students ask a question about the text and return to the source to answer it.

TEKS 5.6(B): Generate questions about text before, during, and after reading to deepen understanding and gain information.

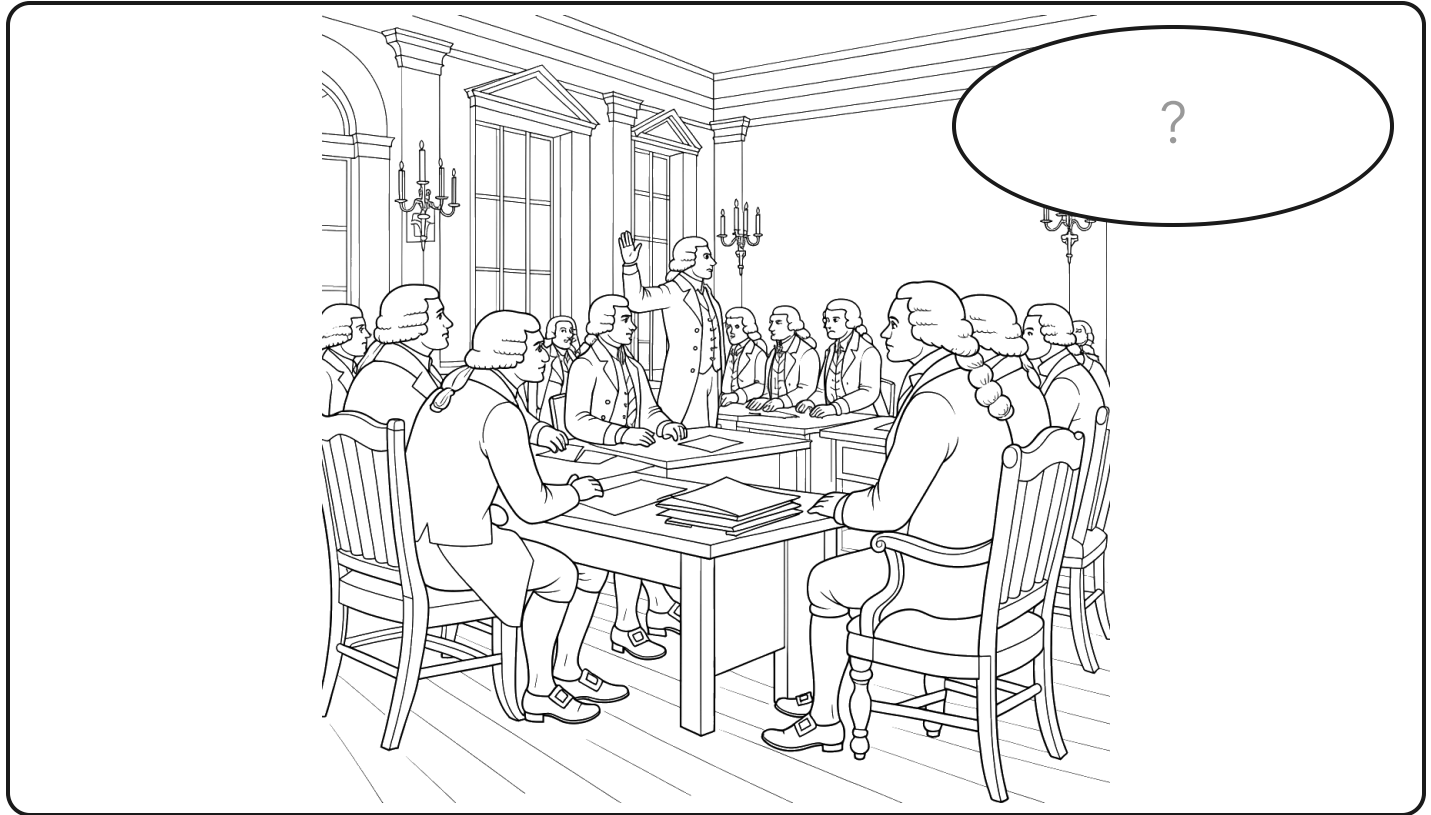
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Coloring with Purpose

Grade 5 • Cluster 5
A Difficult Compromise

Name: _____

Date: _____



Ask the Picture

1. Look at the picture from *A Difficult Compromise*. In the speech bubble, write a question someone in the picture might ask, or a question you have.
2. Find the answer in the passage. Copy the sentence that answers your question.

3. Color the picture.

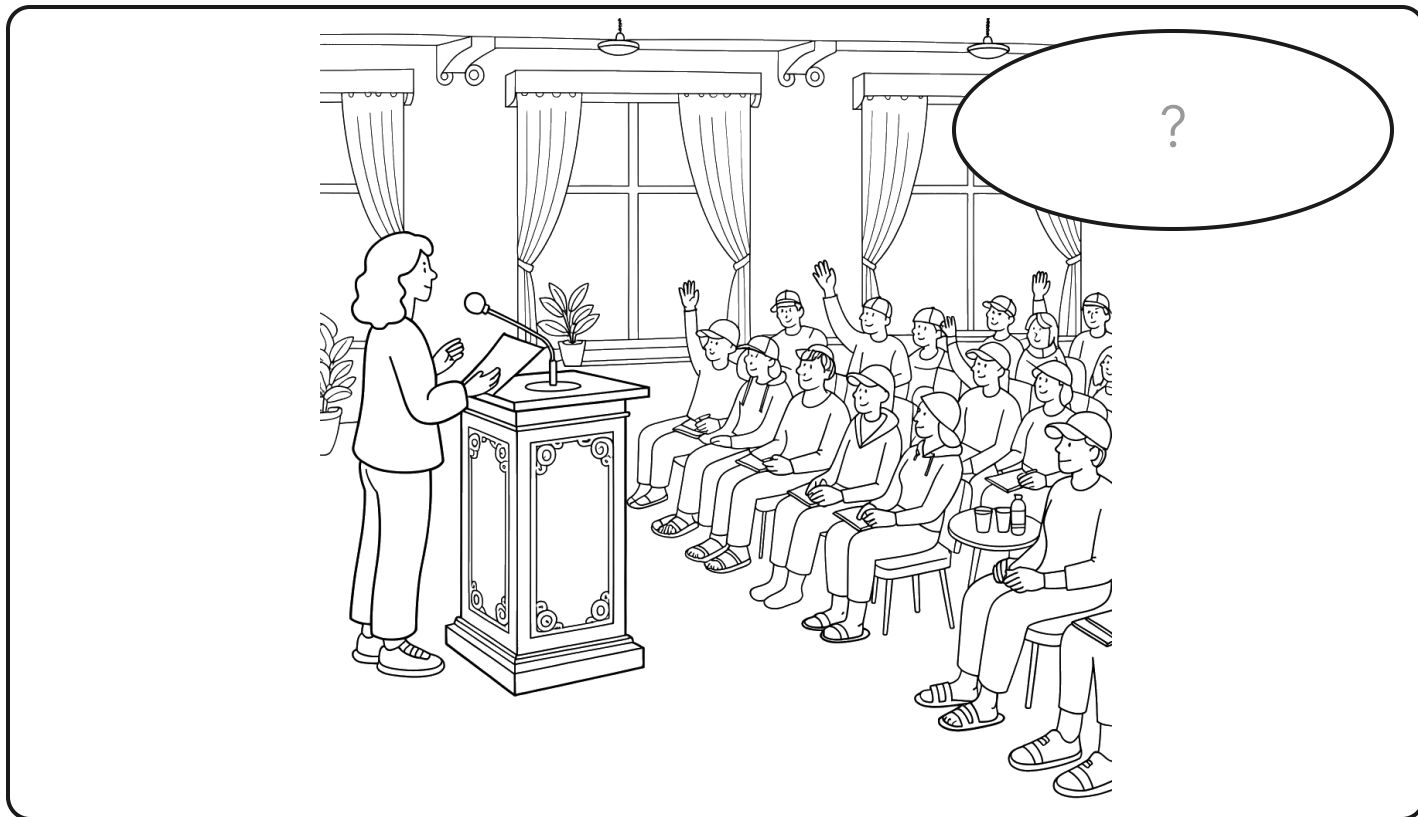
TEKS Connection: 5.6B, 5.7C, 5.7E. **Why It Matters:** Students ask a question about the text and return to the source to answer it.

TEKS 5.6(B): Generate questions about text before, during, and after reading to deepen understanding and gain information.

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Name: _____

Date: _____



Ask the Picture

1. Look at the picture from *A Voice in the Community*. In the speech bubble, write a question someone in the picture might ask, or a question you have.
2. Find the answer in the passage. Copy the sentence that answers your question.

3. Color the picture.

TEKS Connection: 5.6B, 5.7C, 5.7E. **Why It Matters:** Students ask a question about the text and return to the source to answer it.

TEKS 5.6(B): Generate questions about text before, during, and after reading to deepen understanding and gain information.

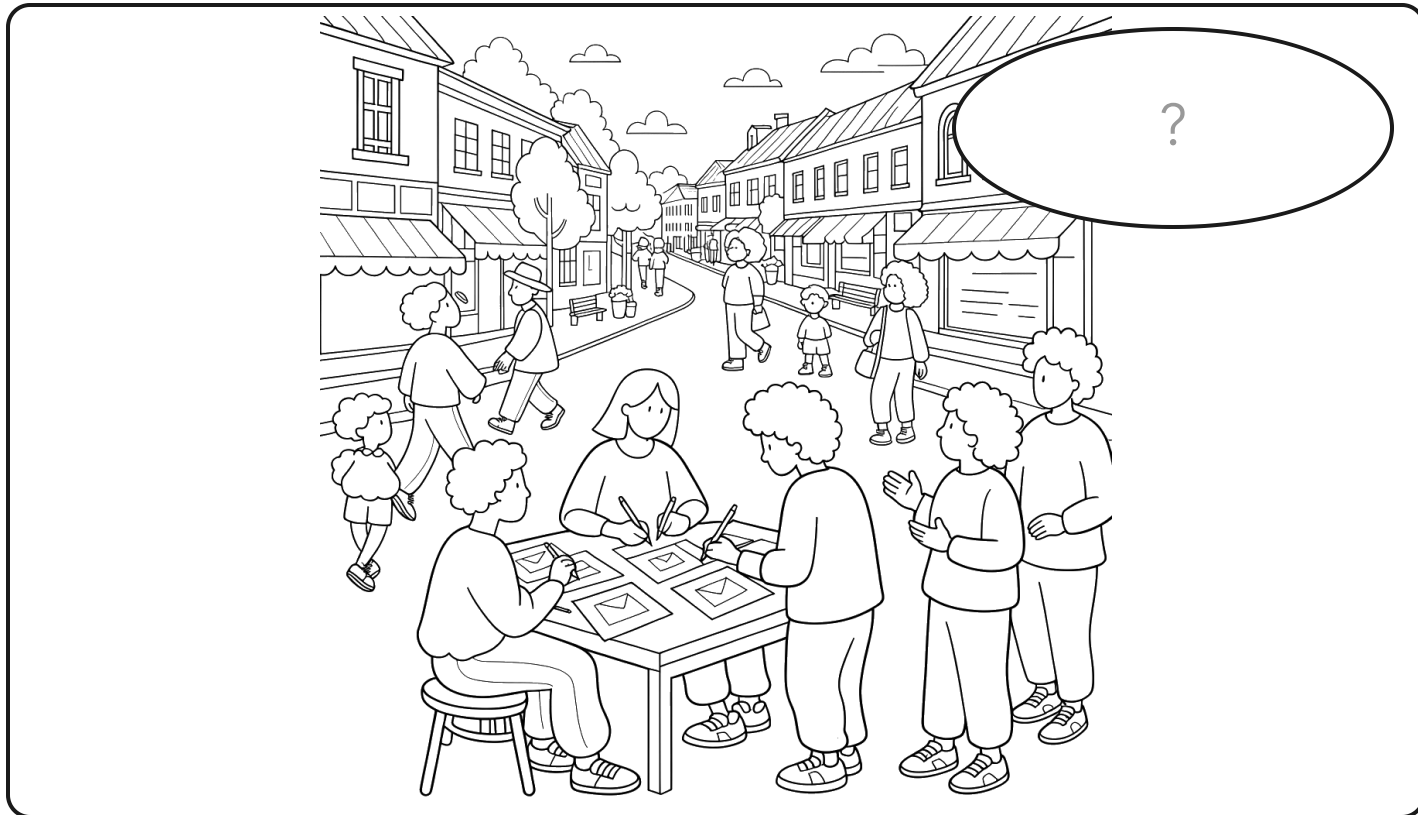
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Coloring with Purpose

Grade 5 • Cluster 7
One Voice Can Start a Wave

Name: _____

Date: _____



Ask the Picture

1. Look at the picture from *One Voice Can Start a Wave*. In the speech bubble, write a question someone in the picture might ask, or a question you have.
2. Find the answer in the passage. Copy the sentence that answers your question.

3. Color the picture.

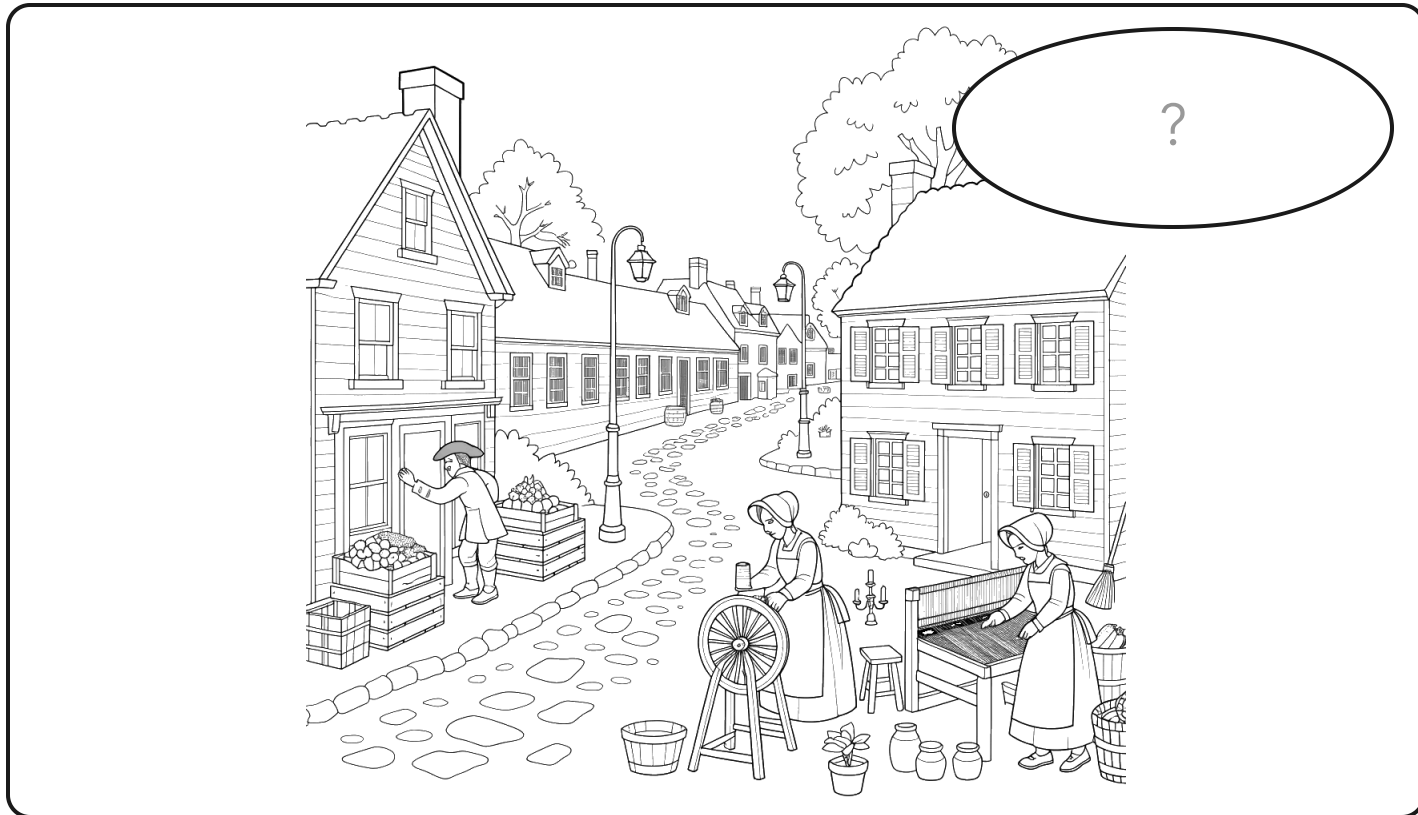
TEKS Connection: 5.6B, 5.7C, 5.7E. **Why It Matters:** Students ask a question about the text and return to the source to answer it.

TEKS 5.6(B): Generate questions about text before, during, and after reading to deepen understanding and gain information.

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Name: _____

Date: _____



Ask the Picture

1. Look at the picture from *From Protest to Participation*. In the speech bubble, write a question someone in the picture might ask, or a question you have.
2. Find the answer in the passage. Copy the sentence that answers your question.

3. Color the picture.

TEKS Connection: 5.6B, 5.7C, 5.7E. **Why It Matters:** Students ask a question about the text and return to the source to answer it.

TEKS 5.6(B): Generate questions about text before, during, and after reading to deepen understanding and gain information.

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TEKS SECTION

TEKS 5.6(C)

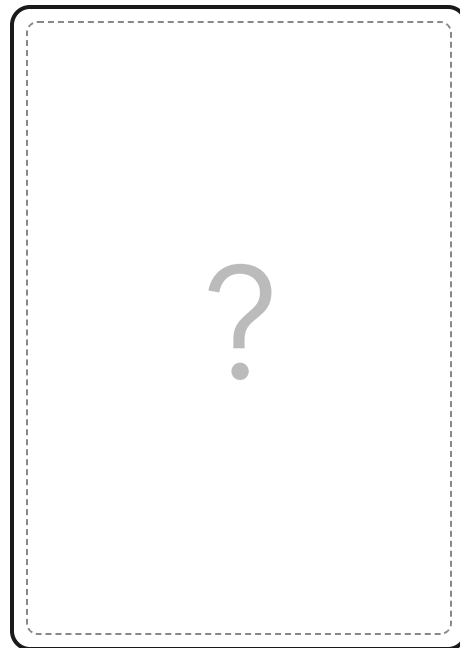
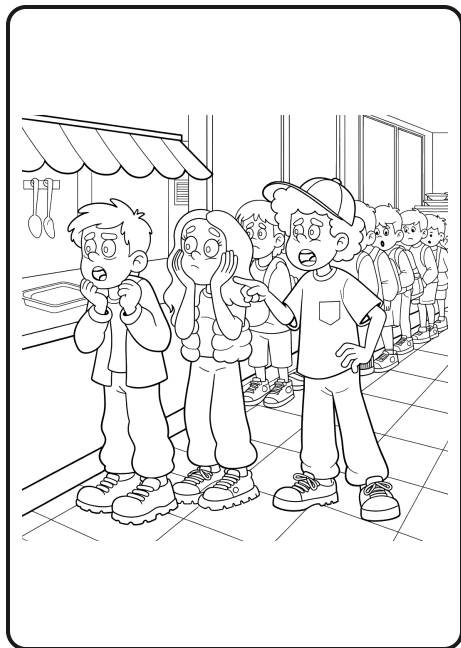
Make and correct or confirm predictions using text features, characteristics of genre, and structures.

Activity	Passage (Cluster)	Page
What Happens Next	The Great Chocolate Chip Cookie Mystery (Prepare)	30
What Happens Next	From Tension to Revolution (Cluster 1)	31
What Happens Next	A Harvest to Remember (Cluster 2)	32
What Happens Next	Our Rights, Our Voices (Cluster 3)	33
What Happens Next	The Garden That Wouldn't Grow (Cluster 4)	34
What Happens Next	A Difficult Compromise (Cluster 5)	35
What Happens Next	A Voice in the Community (Cluster 6)	36
What Happens Next	One Voice Can Start a Wave (Cluster 7)	37
What Happens Next	From Protest to Participation (Cluster 8)	38

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Name: _____

Date: _____



What Happens Next?

1. Look at the first two panels from *The Great Chocolate Chip Cookie Mystery*. Predict what happens next and draw it in the last panel.
2. Copy the clue from the passage that helped you predict.

3. Reread. Was your prediction right? Write the sentence that confirms or corrects it.

TEKS Connection: 5.6C, 5.7C, 5.7E. **Why It Matters:** Students make a prediction from text clues, then confirm or correct it by returning to the source.

TEKS 5.6(C): Make and correct or confirm predictions using text features, characteristics of genre, and structures.

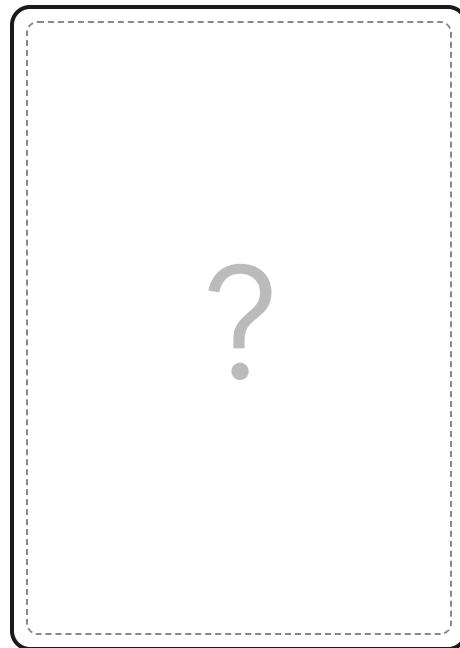
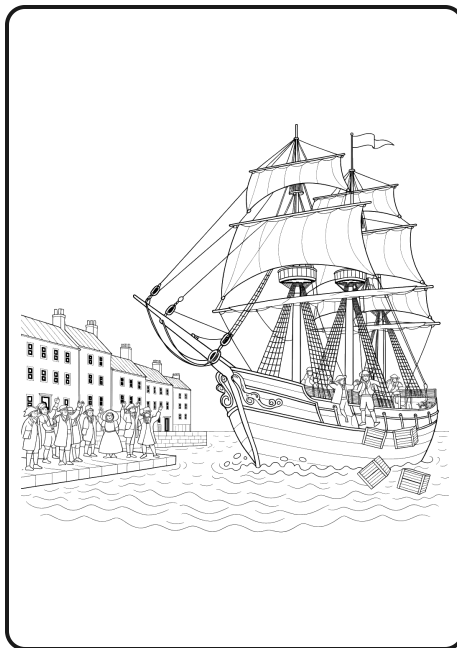
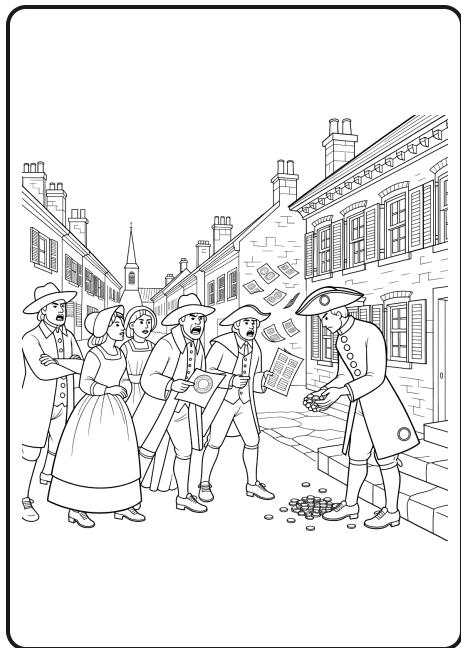
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Coloring with Purpose

Grade 5 • Cluster 1
From Tension to Revolution

Name: _____

Date: _____



What Happens Next?

1. Look at the first two panels from *From Tension to Revolution*. Predict what happens next and draw it in the last panel.
2. Copy the clue from the passage that helped you predict.

3. Reread. Was your prediction right? Write the sentence that confirms or corrects it.

TEKS Connection: 5.6C, 5.7C, 5.7E. **Why It Matters:** Students make a prediction from text clues, then confirm or correct it by returning to the source.

TEKS 5.6(C): Make and correct or confirm predictions using text features, characteristics of genre, and structures.

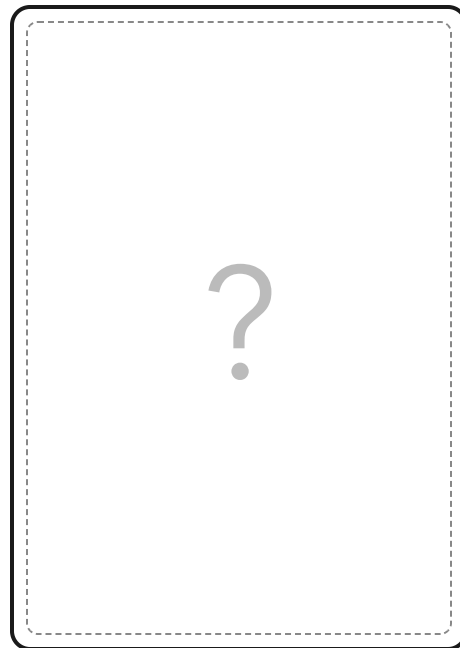
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Coloring with Purpose

Grade 5 • Cluster 2
A Harvest to Remember

Name: _____

Date: _____



What Happens Next?

1. Look at the first two panels from *A Harvest to Remember*. Predict what happens next and draw it in the last panel.
2. Copy the clue from the passage that helped you predict.

3. Reread. Was your prediction right? Write the sentence that confirms or corrects it.

TEKS Connection: 5.6C, 5.7C, 5.7E. **Why It Matters:** Students make a prediction from text clues, then confirm or correct it by returning to the source.

TEKS 5.6(C): Make and correct or confirm predictions using text features, characteristics of genre, and structures.

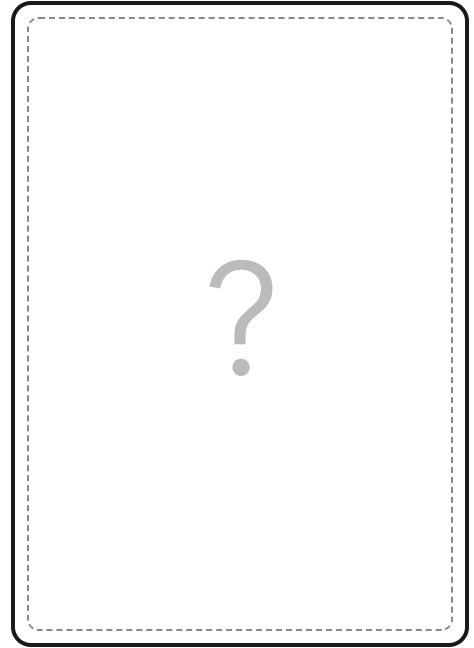
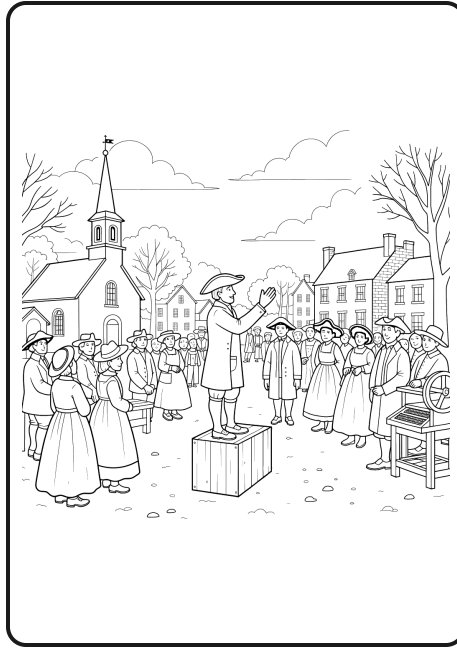
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Coloring with Purpose

Grade 5 • Cluster 3
Our Rights, Our Voices

Name: _____

Date: _____



What Happens Next?

1. Look at the first two panels from *Our Rights, Our Voices*. Predict what happens next and draw it in the last panel.
2. Copy the clue from the passage that helped you predict.

3. Reread. Was your prediction right? Write the sentence that confirms or corrects it.

TEKS Connection: 5.6C, 5.7C, 5.7E. **Why It Matters:** Students make a prediction from text clues, then confirm or correct it by returning to the source.

TEKS 5.6(C): Make and correct or confirm predictions using text features, characteristics of genre, and structures.

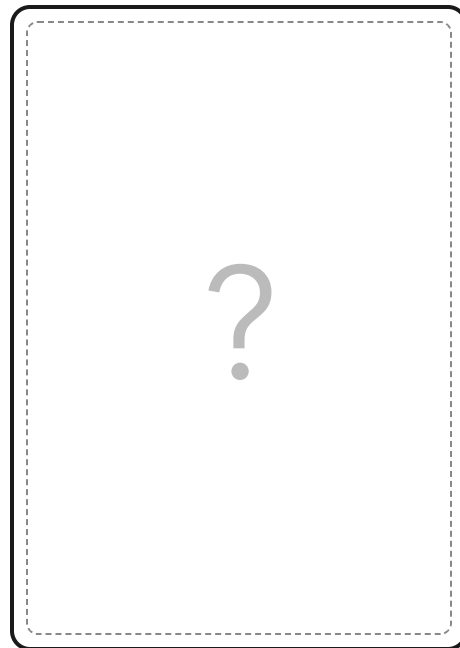
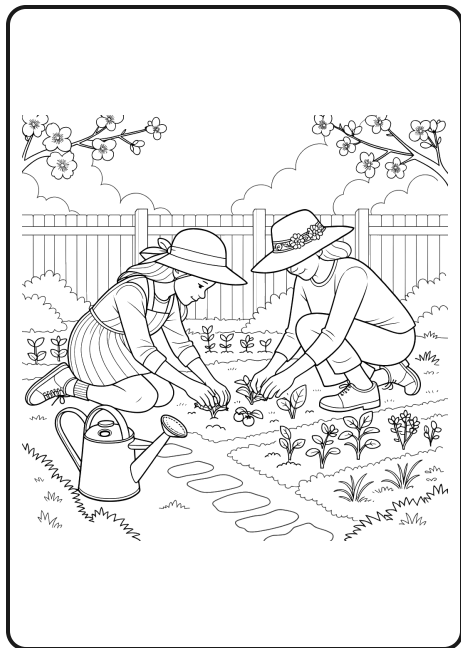
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Coloring with Purpose

Grade 5 • Cluster 4
The Garden That Wouldn't Grow

Name: _____

Date: _____



What Happens Next?

1. Look at the first two panels from *The Garden That Wouldn't Grow*. Predict what happens next and draw it in the last panel.
2. Copy the clue from the passage that helped you predict.

3. Reread. Was your prediction right? Write the sentence that confirms or corrects it.

TEKS Connection: 5.6C, 5.7C, 5.7E. **Why It Matters:** Students make a prediction from text clues, then confirm or correct it by returning to the source.

TEKS 5.6(C): Make and correct or confirm predictions using text features, characteristics of genre, and structures.

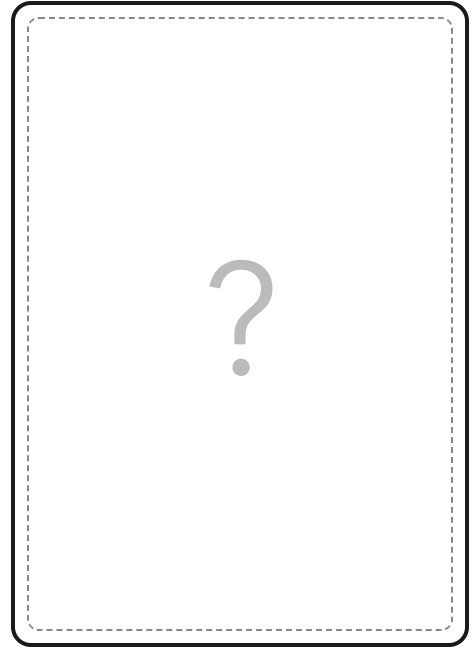
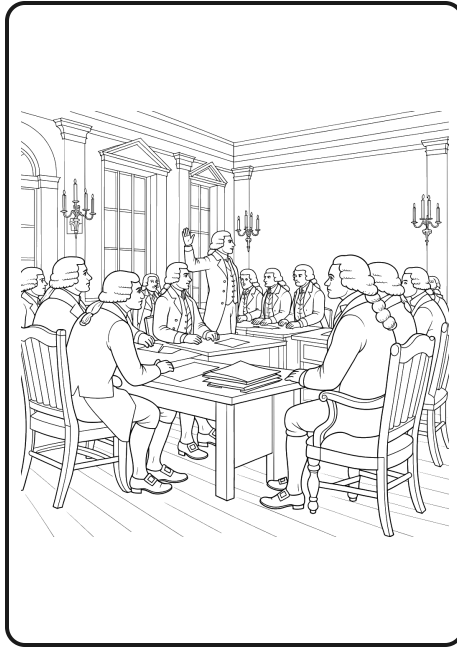
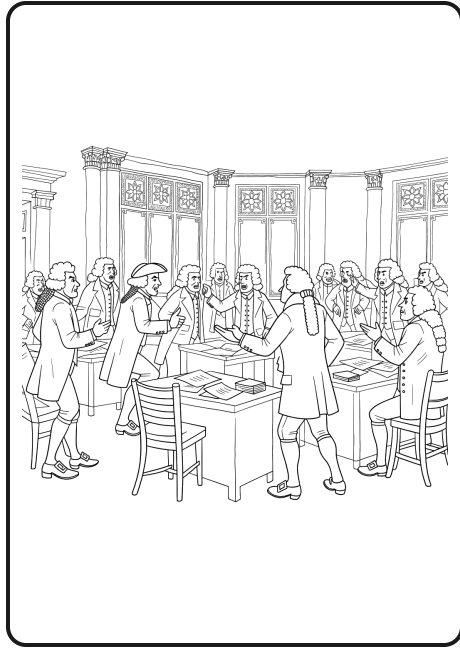
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Coloring with Purpose

Grade 5 • Cluster 5
A Difficult Compromise

Name: _____

Date: _____



What Happens Next?

1. Look at the first two panels from *A Difficult Compromise*. Predict what happens next and draw it in the last panel.
2. Copy the clue from the passage that helped you predict.

3. Reread. Was your prediction right? Write the sentence that confirms or corrects it.

TEKS Connection: 5.6C, 5.7C, 5.7E. **Why It Matters:** Students make a prediction from text clues, then confirm or correct it by returning to the source.

TEKS 5.6(C): Make and correct or confirm predictions using text features, characteristics of genre, and structures.

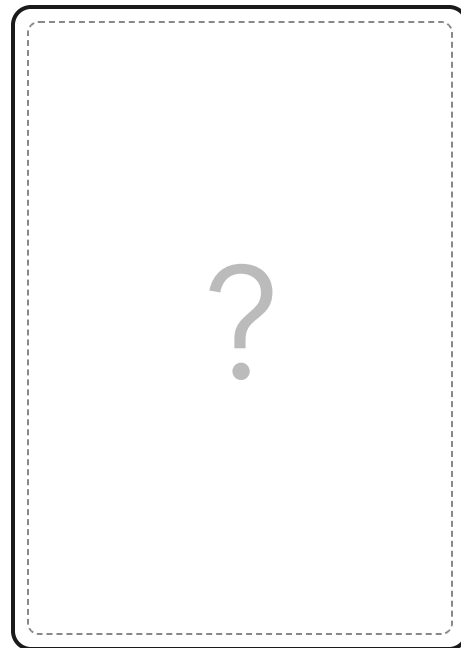
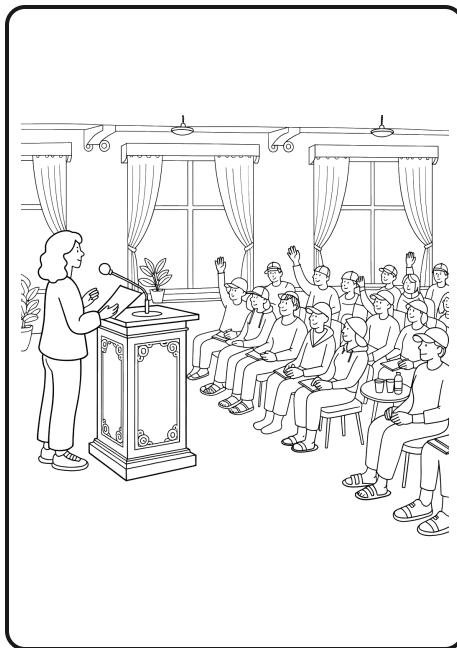
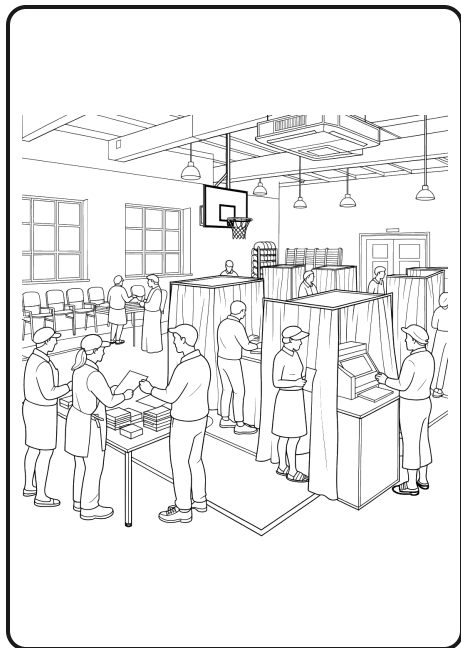
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Coloring with Purpose

Grade 5 • Cluster 6
A Voice in the Community

Name: _____

Date: _____



What Happens Next?

1. Look at the first two panels from *A Voice in the Community*. Predict what happens next and draw it in the last panel.
2. Copy the clue from the passage that helped you predict.

3. Reread. Was your prediction right? Write the sentence that confirms or corrects it.

TEKS Connection: 5.6C, 5.7C, 5.7E. **Why It Matters:** Students make a prediction from text clues, then confirm or correct it by returning to the source.

TEKS 5.6(C): Make and correct or confirm predictions using text features, characteristics of genre, and structures.

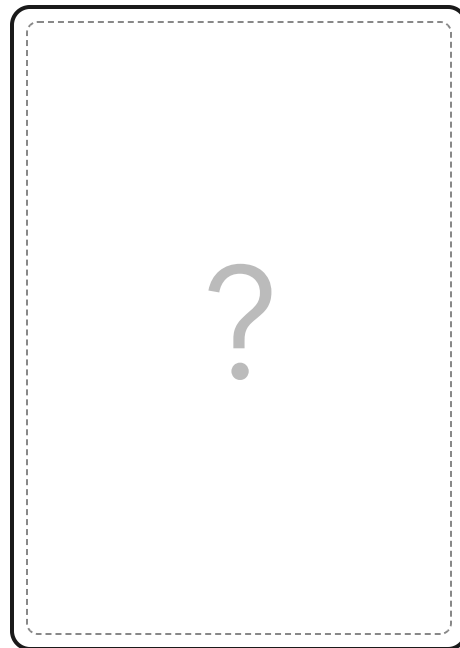
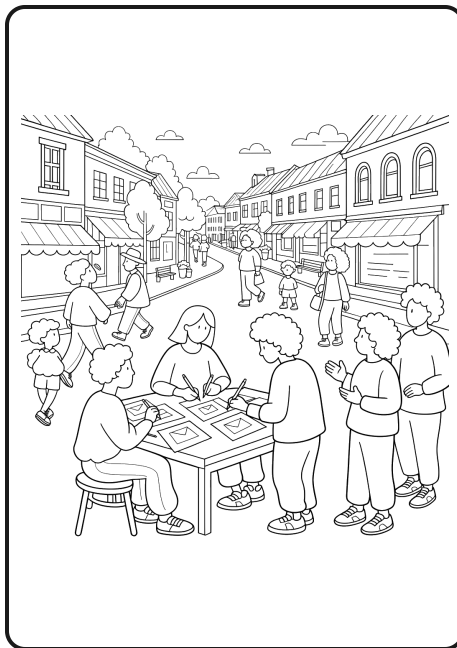
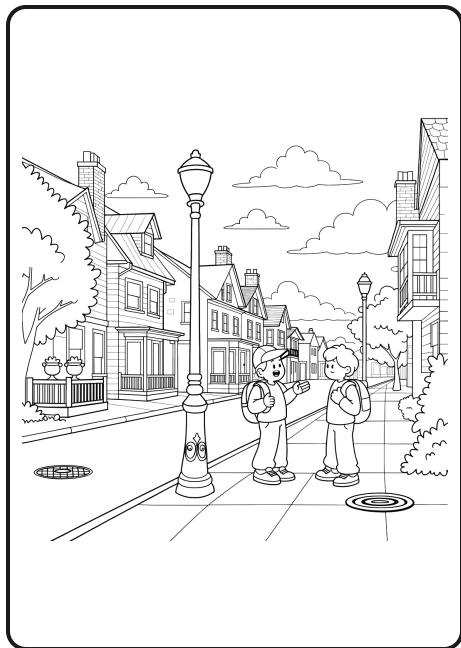
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Coloring with Purpose

Grade 5 • Cluster 7
One Voice Can Start a Wave

Name: _____

Date: _____



What Happens Next?

1. Look at the first two panels from *One Voice Can Start a Wave*. Predict what happens next and draw it in the last panel.
2. Copy the clue from the passage that helped you predict.

3. Reread. Was your prediction right? Write the sentence that confirms or corrects it.

TEKS Connection: 5.6C, 5.7C, 5.7E. **Why It Matters:** Students make a prediction from text clues, then confirm or correct it by returning to the source.

TEKS 5.6(C): Make and correct or confirm predictions using text features, characteristics of genre, and structures.

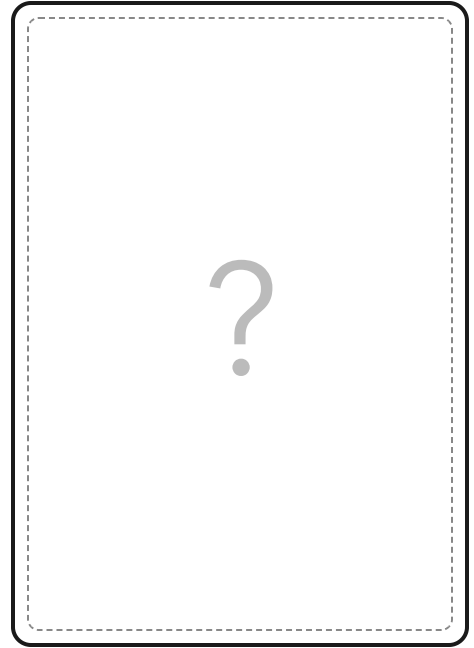
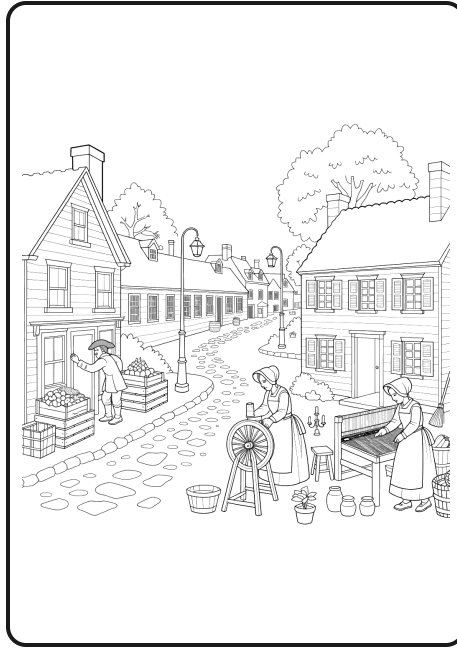
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Coloring with Purpose

Grade 5 • Cluster 8
From Protest to Participation

Name: _____

Date: _____



What Happens Next?

1. Look at the first two panels from *From Protest to Participation*. Predict what happens next and draw it in the last panel.
2. Copy the clue from the passage that helped you predict.

3. Reread. Was your prediction right? Write the sentence that confirms or corrects it.

TEKS Connection: 5.6C, 5.7C, 5.7E. **Why It Matters:** Students make a prediction from text clues, then confirm or correct it by returning to the source.

TEKS 5.6(C): Make and correct or confirm predictions using text features, characteristics of genre, and structures.

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TEKS SECTION

TEKS 5.6(E)

Make connections to personal experiences, ideas in other texts, and society.

Activity	Passage (Cluster)	Page
Connection Corner	The Great Chocolate Chip Cookie Mystery (Prepare)	40
Connection Corner	From Tension to Revolution (Cluster 1)	41
Connection Corner	A Harvest to Remember (Cluster 2)	42
Connection Corner	Our Rights, Our Voices (Cluster 3)	43
Connection Corner	The Garden That Wouldn't Grow (Cluster 4)	44
Connection Corner	A Difficult Compromise (Cluster 5)	45
Connection Corner	A Voice in the Community (Cluster 6)	46
Connection Corner	One Voice Can Start a Wave (Cluster 7)	47
Connection Corner	From Protest to Participation (Cluster 8)	48

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Name: _____

Date: _____



Connection Corner

1. Color the picture from *The Great Chocolate Chip Cookie Mystery*.
2. **Me:** How does this passage remind you of something in your own life?

3. **Another text:** What other passage you read has a similar idea?

4. **The world:** How does this idea connect to people or communities today?

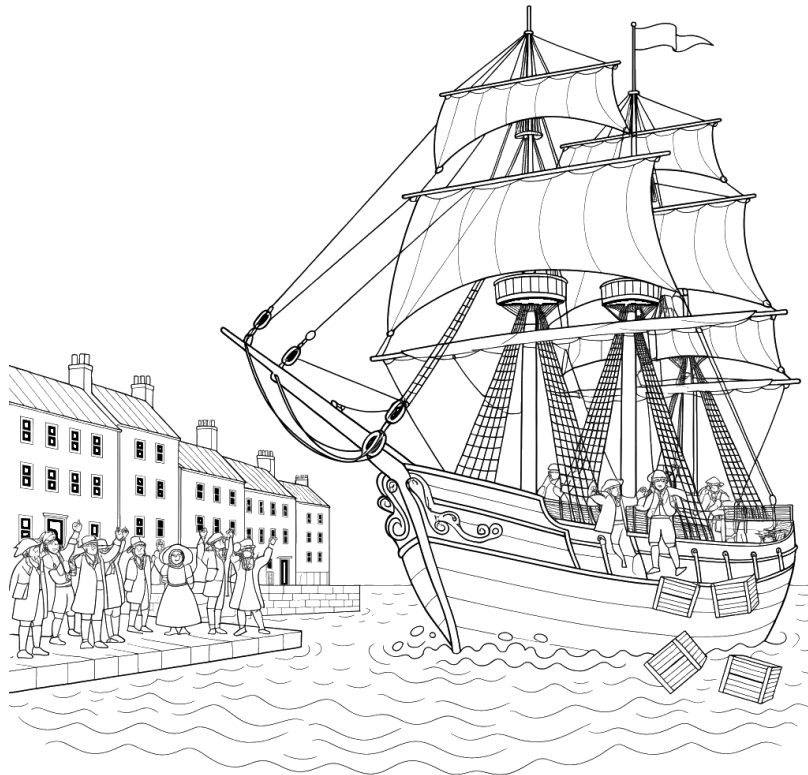
TEKS Connection: 5.6E, 5.7A, 5.7E. **Why It Matters:** Students link the source to their own lives, to other texts, and to the world.

TEKS 5.6(E): Make connections to personal experiences, ideas in other texts, and society.

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Name: _____

Date: _____



Connection Corner

1. Color the picture from *From Tension to Revolution*.
2. **Me:** How does this passage remind you of something in your own life?

3. **Another text:** What other passage you read has a similar idea?

4. **The world:** How does this idea connect to people or communities today?

TEKS Connection: 5.6E, 5.7A, 5.7E. **Why It Matters:** Students link the source to their own lives, to other texts, and to the world.

TEKS 5.6(E): Make connections to personal experiences, ideas in other texts, and society.

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Coloring with Purpose

Grade 5 • Cluster 2
A Harvest to Remember

Name: _____

Date: _____



Connection Corner

1. Color the picture from *A Harvest to Remember*.
2. **Me:** How does this passage remind you of something in your own life?

3. **Another text:** What other passage you read has a similar idea?

4. **The world:** How does this idea connect to people or communities today?

TEKS Connection: 5.6E, 5.7A, 5.7E. **Why It Matters:** Students link the source to their own lives, to other texts, and to the world.

TEKS 5.6(E): Make connections to personal experiences, ideas in other texts, and society.

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Coloring with Purpose

Grade 5 • Cluster 3
Our Rights, Our Voices

Name: _____

Date: _____



Connection Corner

1. Color the picture from *Our Rights, Our Voices*.
2. **Me:** How does this passage remind you of something in your own life?

3. **Another text:** What other passage you read has a similar idea?

4. **The world:** How does this idea connect to people or communities today?

TEKS Connection: 5.6E, 5.7A, 5.7E. **Why It Matters:** Students link the source to their own lives, to other texts, and to the world.

TEKS 5.6(E): Make connections to personal experiences, ideas in other texts, and society.

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Name: _____

Date: _____



Connection Corner

1. Color the picture from *The Garden That Wouldn't Grow*.
2. **Me:** How does this passage remind you of something in your own life?

3. **Another text:** What other passage you read has a similar idea?

4. **The world:** How does this idea connect to people or communities today?

TEKS Connection: 5.6E, 5.7A, 5.7E. **Why It Matters:** Students link the source to their own lives, to other texts, and to the world.

TEKS 5.6(E): Make connections to personal experiences, ideas in other texts, and society.

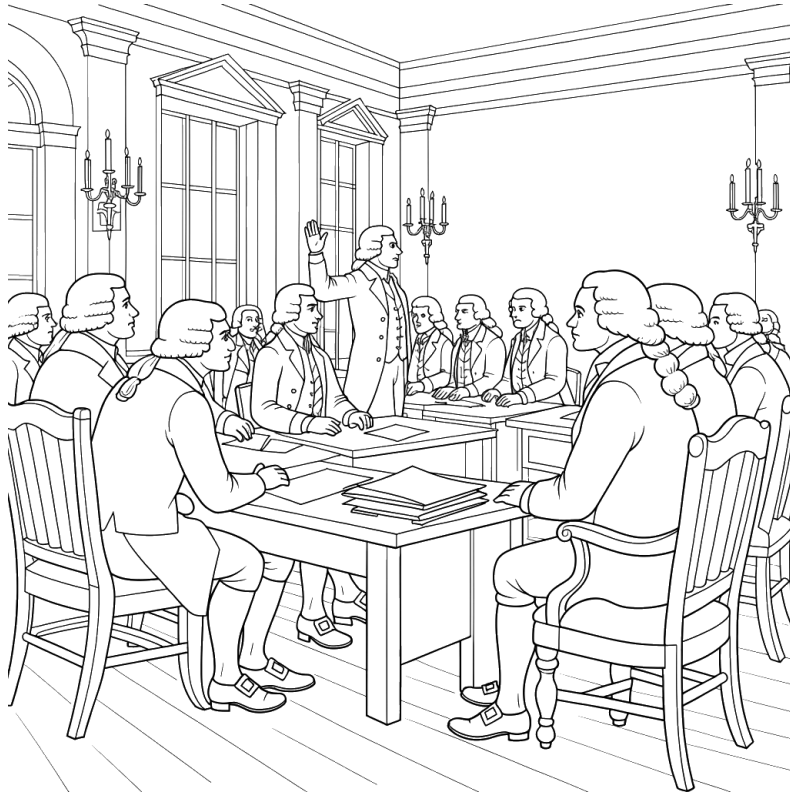
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Coloring with Purpose

Grade 5 • Cluster 5
A Difficult Compromise

Name: _____

Date: _____



Connection Corner

1. Color the picture from *A Difficult Compromise*.
2. **Me:** How does this passage remind you of something in your own life?

3. **Another text:** What other passage you read has a similar idea?

4. **The world:** How does this idea connect to people or communities today?

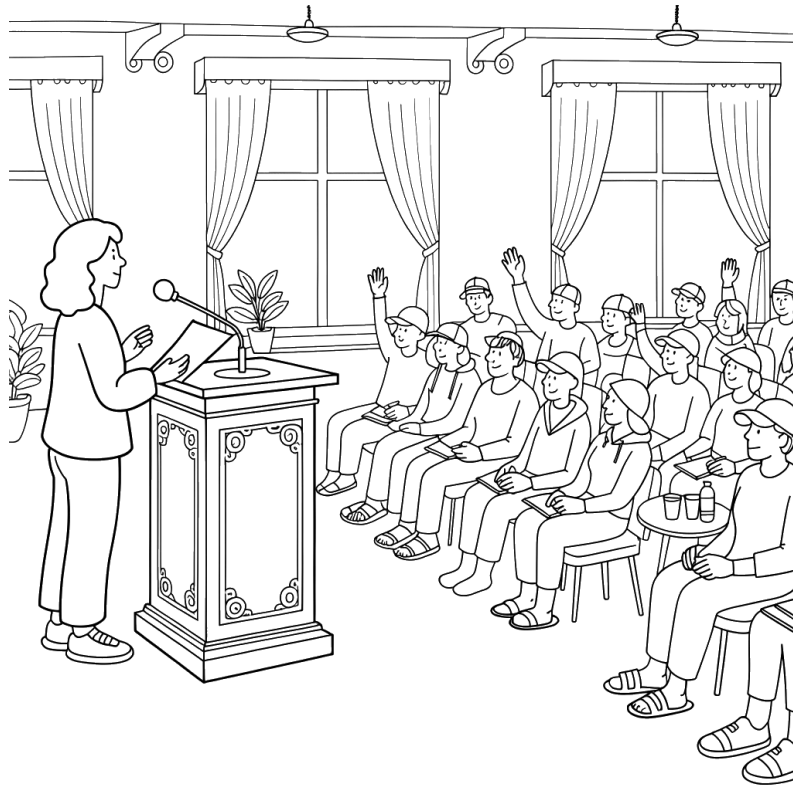
TEKS Connection: 5.6E, 5.7A, 5.7E. **Why It Matters:** Students link the source to their own lives, to other texts, and to the world.

TEKS 5.6(E): Make connections to personal experiences, ideas in other texts, and society.

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Name: _____

Date: _____



Connection Corner

1. Color the picture from *A Voice in the Community*.
2. **Me:** How does this passage remind you of something in your own life?

3. **Another text:** What other passage you read has a similar idea?

4. **The world:** How does this idea connect to people or communities today?

TEKS Connection: 5.6E, 5.7A, 5.7E. **Why It Matters:** Students link the source to their own lives, to other texts, and to the world.

TEKS 5.6(E): Make connections to personal experiences, ideas in other texts, and society.

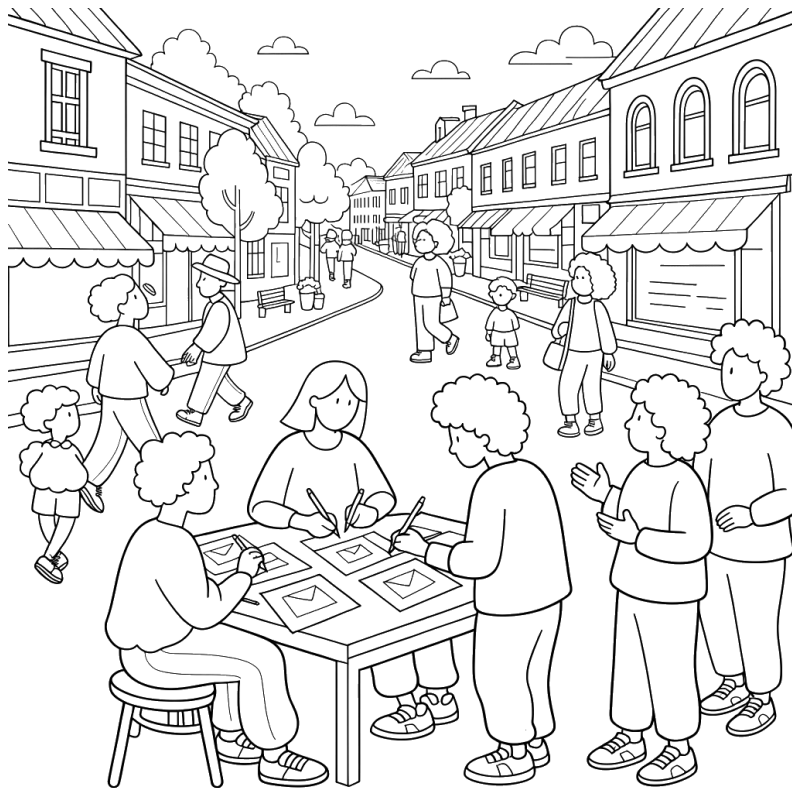
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Coloring with Purpose

Grade 5 • Cluster 7
One Voice Can Start a Wave

Name: _____

Date: _____



Connection Corner

1. Color the picture from *One Voice Can Start a Wave*.
2. **Me:** How does this passage remind you of something in your own life?

3. **Another text:** What other passage you read has a similar idea?

4. **The world:** How does this idea connect to people or communities today?

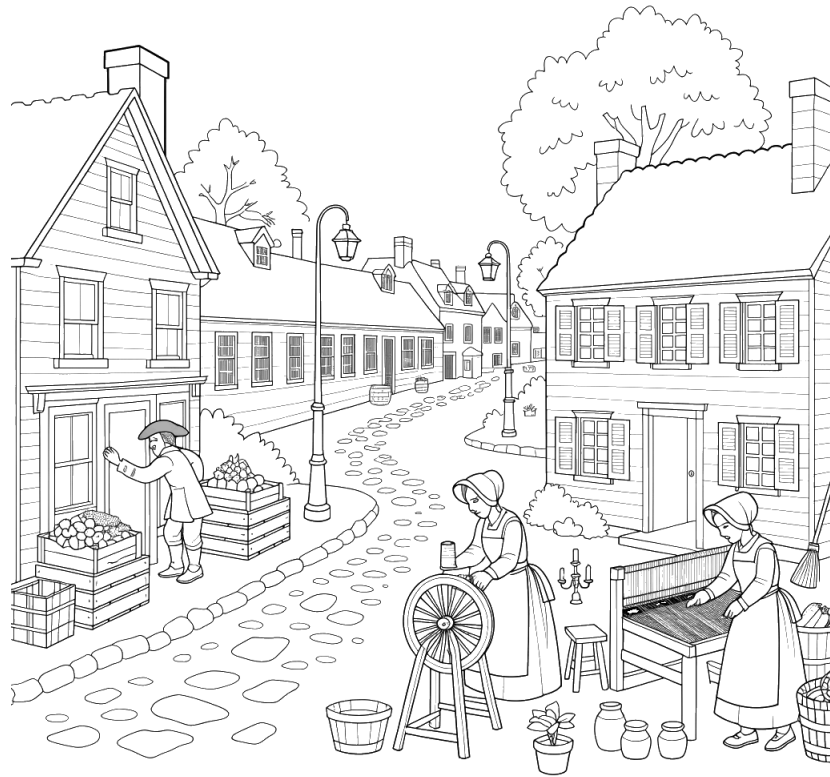
TEKS Connection: 5.6E, 5.7A, 5.7E. **Why It Matters:** Students link the source to their own lives, to other texts, and to the world.

TEKS 5.6(E): Make connections to personal experiences, ideas in other texts, and society.

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Name: _____

Date: _____



Connection Corner

1. Color the picture from *From Protest to Participation*.
2. **Me:** How does this passage remind you of something in your own life?

3. **Another text:** What other passage you read has a similar idea?

4. **The world:** How does this idea connect to people or communities today?

TEKS Connection: 5.6E, 5.7A, 5.7E. **Why It Matters:** Students link the source to their own lives, to other texts, and to the world.

TEKS 5.6(E): Make connections to personal experiences, ideas in other texts, and society.

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TEKS SECTION

TEKS 5.6(F)

Make inferences and use evidence to support understanding.

Activity	Passage (Cluster)	Page
Cause and Effect Panels	The Great Chocolate Chip Cookie Mystery (Prepare)	50
Cause and Effect Panels	From Tension to Revolution (Cluster 1)	51
Cause and Effect Panels	A Harvest to Remember (Cluster 2)	52
Cause and Effect Panels	Our Rights, Our Voices (Cluster 3)	53
Cause and Effect Panels	The Garden That Wouldn't Grow (Cluster 4)	54
Cause and Effect Panels	A Difficult Compromise (Cluster 5)	55
Cause and Effect Panels	A Voice in the Community (Cluster 6)	56
Cause and Effect Panels	One Voice Can Start a Wave (Cluster 7)	57
Cause and Effect Panels	From Protest to Participation (Cluster 8)	58
Feelings Faces	From Tension to Revolution (Cluster 1)	59
Feelings Faces	A Harvest to Remember (Cluster 2)	60
Feelings Faces	Our Rights, Our Voices (Cluster 3)	61
Feelings Faces	A Difficult Compromise (Cluster 5)	62
Feelings Faces	A Voice in the Community (Cluster 6)	63
Feelings Faces	One Voice Can Start a Wave (Cluster 7)	64
Feelings Faces	From Protest to Participation (Cluster 8)	65

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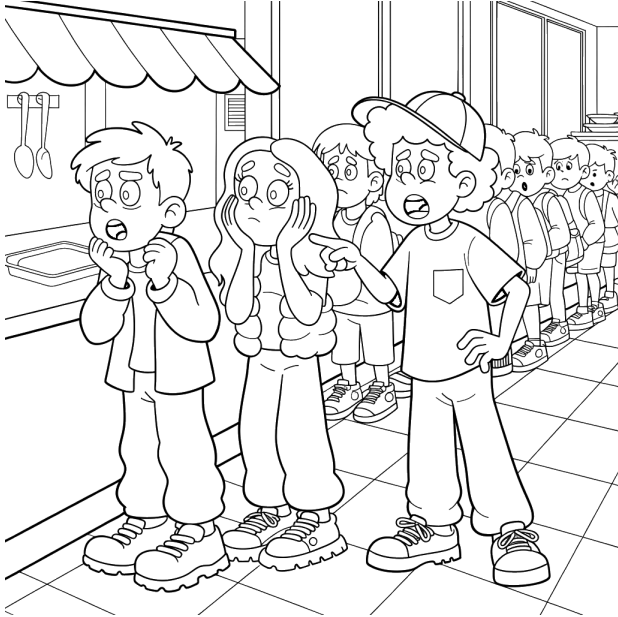
Coloring with Purpose

Grade 5 · Prepare
The Great Chocolate Chip Cookie Mystery

Name: _____

Date: _____

CAUSE



The chocolate chip cookies were gone.



EFFECT



Draw what happened because of this.

Cause and Effect Panels

1. Reread *The Great Chocolate Chip Cookie Mystery*. Look at the cause. Draw the effect in the empty box.
2. Copy the sentence from the passage that tells the effect.

3. Color both panels.

TEKS Connection: 5.6F, 5.7C, 5.7E. **Why It Matters:** Students illustrate how one event leads to another and prove the link with text evidence.

TEKS 5.6(F): Make inferences and use evidence to support understanding.

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Coloring with Purpose

Grade 5 • Cluster 1
From Tension to Revolution

Name: _____

Date: _____

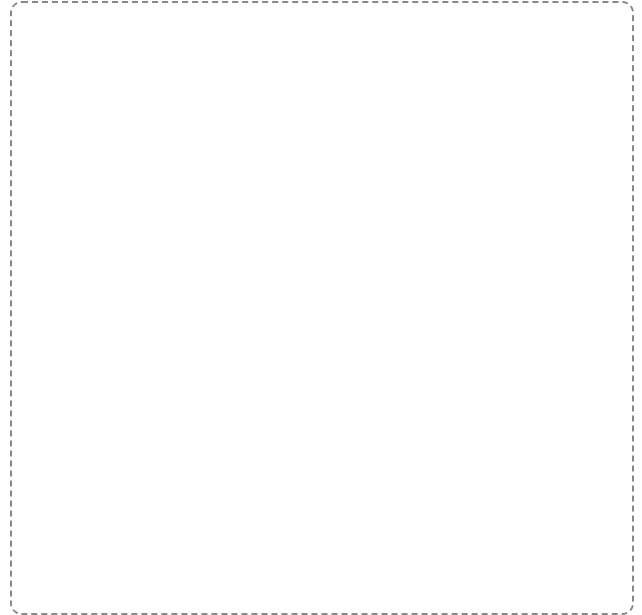
CAUSE



Parliament taxed the colonies, but the colonists had no representatives in Parliament.



EFFECT



Draw what happened because of this.

Cause and Effect Panels

1. Reread *From Tension to Revolution*. Look at the cause. Draw the effect in the empty box.
2. Copy the sentence from the passage that tells the effect.

3. Color both panels.

TEKS Connection: 5.6F, 5.7C, 5.7E. **Why It Matters:** Students illustrate how one event leads to another and prove the link with text evidence.

TEKS 5.6(F): Make inferences and use evidence to support understanding.

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Coloring with Purpose

Grade 5 • Cluster 2
A Harvest to Remember

Name: _____

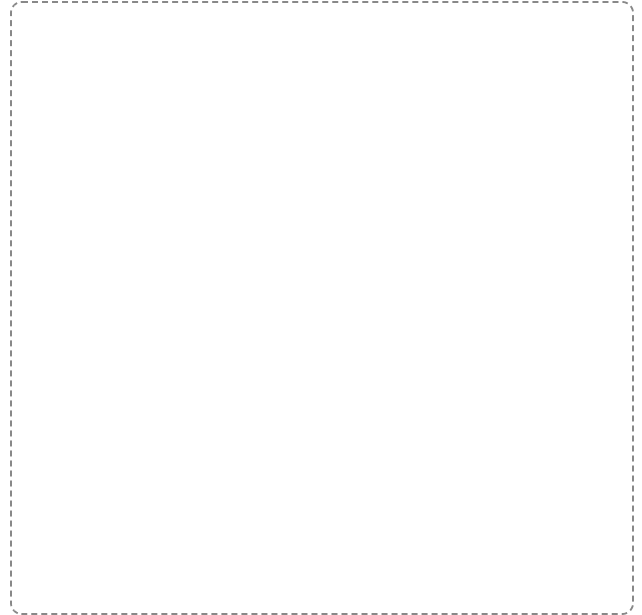
Date: _____

CAUSE



Squanto taught the Pilgrims how to grow crops and use the land.

EFFECT



Draw what happened because of this.

Cause and Effect Panels

1. Reread *A Harvest to Remember*. Look at the cause. Draw the effect in the empty box.
2. Copy the sentence from the passage that tells the effect.

3. Color both panels.

TEKS Connection: 5.6F, 5.7C, 5.7E. **Why It Matters:** Students illustrate how one event leads to another and prove the link with text evidence.

TEKS 5.6(F): Make inferences and use evidence to support understanding.

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Coloring with Purpose

Grade 5 • Cluster 3
Our Rights, Our Voices

Name: _____

Date: _____

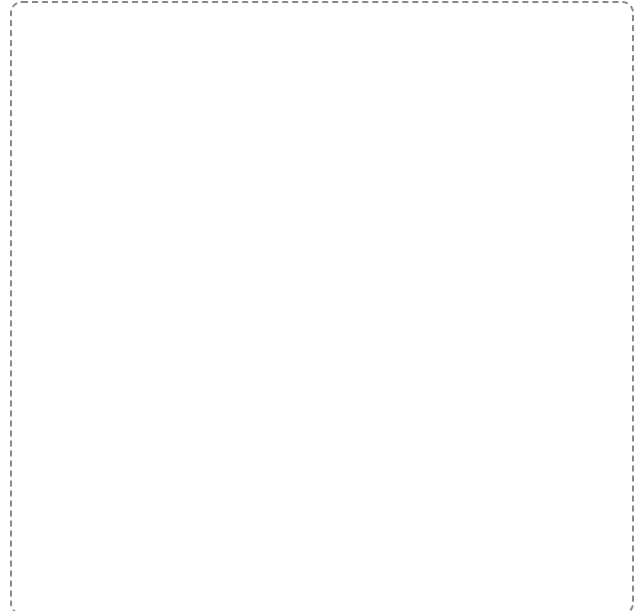
CAUSE



Leaders wrote down rights.



EFFECT



Draw what happened because of this.

Cause and Effect Panels

1. Reread *Our Rights, Our Voices*. Look at the cause. Draw the effect in the empty box.
2. Copy the sentence from the passage that tells the effect.

3. Color both panels.

TEKS Connection: 5.6F, 5.7C, 5.7E. **Why It Matters:** Students illustrate how one event leads to another and prove the link with text evidence.

TEKS 5.6(F): Make inferences and use evidence to support understanding.

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Coloring with Purpose

Grade 5 • Cluster 4
The Garden That Wouldn't Grow

Name: _____

Date: _____

CAUSE



Kendrix watered the plants much more than usual.



EFFECT



Draw what happened because of this.

Cause and Effect Panels

1. Reread *The Garden That Wouldn't Grow*. Look at the cause. Draw the effect in the empty box.
2. Copy the sentence from the passage that tells the effect.

3. Color both panels.

TEKS Connection: 5.6F, 5.7C, 5.7E. **Why It Matters:** Students illustrate how one event leads to another and prove the link with text evidence.

TEKS 5.6(F): Make inferences and use evidence to support understanding.

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Coloring with Purpose

Grade 5 • Cluster 5
A Difficult Compromise

Name: _____

Date: _____

CAUSE



Southern and Northern states disagreed about how to count enslaved people for representation.



EFFECT



Draw what happened because of this.

Cause and Effect Panels

1. Reread *A Difficult Compromise*. Look at the cause. Draw the effect in the empty box.
2. Copy the sentence from the passage that tells the effect.

3. Color both panels.

TEKS Connection: 5.6F, 5.7C, 5.7E. **Why It Matters:** Students illustrate how one event leads to another and prove the link with text evidence.

TEKS 5.6(F): Make inferences and use evidence to support understanding.

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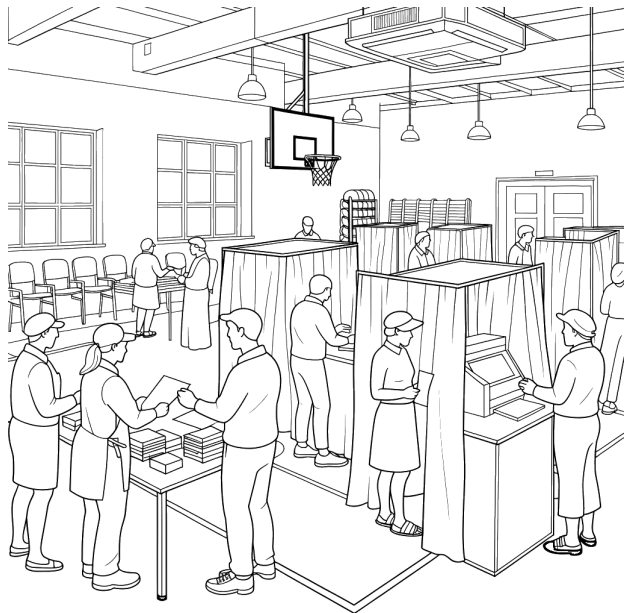
Coloring with Purpose

Grade 5 • Cluster 6
A Voice in the Community

Name: _____

Date: _____

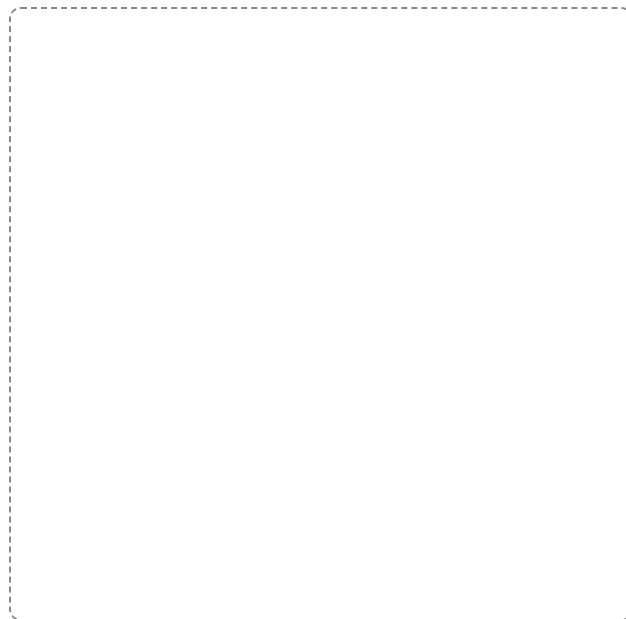
CAUSE



People vote in a local election.



EFFECT



Draw what happened because of this.

Cause and Effect Panels

1. Reread *A Voice in the Community*. Look at the cause. Draw the effect in the empty box.
2. Copy the sentence from the passage that tells the effect.

3. Color both panels.

TEKS Connection: 5.6F, 5.7C, 5.7E. **Why It Matters:** Students illustrate how one event leads to another and prove the link with text evidence.

TEKS 5.6(F): Make inferences and use evidence to support understanding.

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Coloring with Purpose

Grade 5 • Cluster 7
One Voice Can Start a Wave

Name: _____

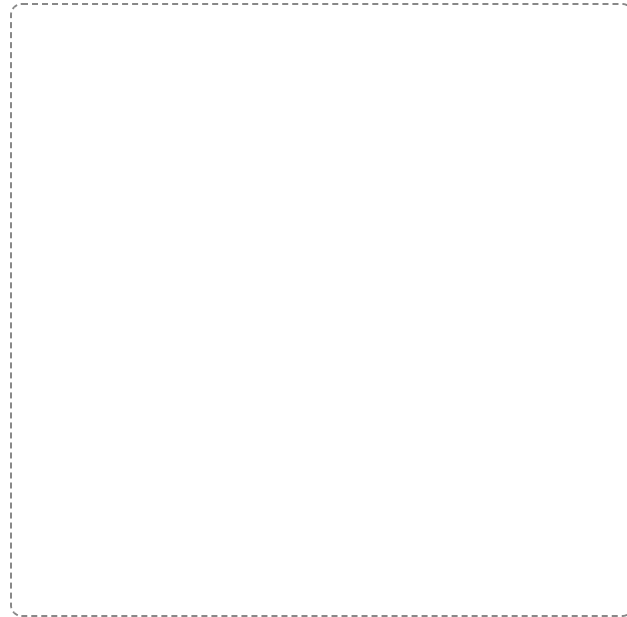
Date: _____

CAUSE



One person asks if something is fair.

EFFECT



Draw what happened because of this.

Cause and Effect Panels

1. Reread *One Voice Can Start a Wave*. Look at the cause. Draw the effect in the empty box.
2. Copy the sentence from the passage that tells the effect.

3. Color both panels.

TEKS Connection: 5.6F, 5.7C, 5.7E. **Why It Matters:** Students illustrate how one event leads to another and prove the link with text evidence.

TEKS 5.6(F): Make inferences and use evidence to support understanding.

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Coloring with Purpose

Grade 5 • Cluster 8
From Protest to Participation

Name: _____

Date: _____

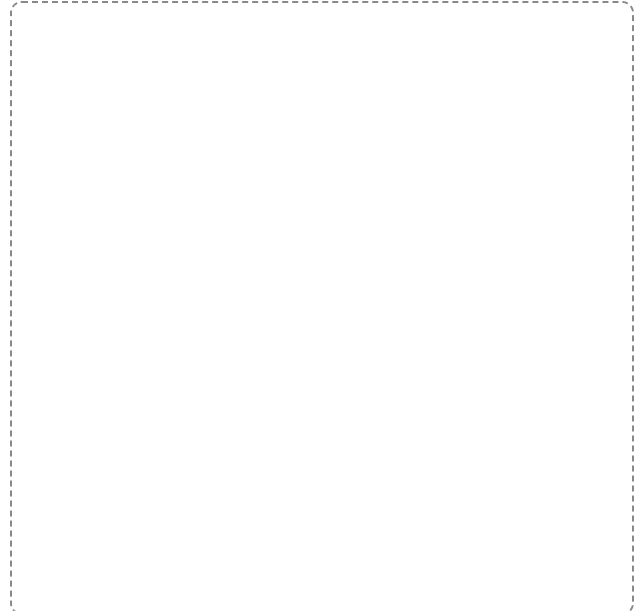
CAUSE



Parliament taxed the colonies, but the colonies elected no representatives to Parliament.



EFFECT



Draw what happened because of this.

Cause and Effect Panels

1. Reread *From Protest to Participation*. Look at the cause. Draw the effect in the empty box.
2. Copy the sentence from the passage that tells the effect.

3. Color both panels.

TEKS Connection: 5.6F, 5.7C, 5.7E. **Why It Matters:** Students illustrate how one event leads to another and prove the link with text evidence.

TEKS 5.6(F): Make inferences and use evidence to support understanding.

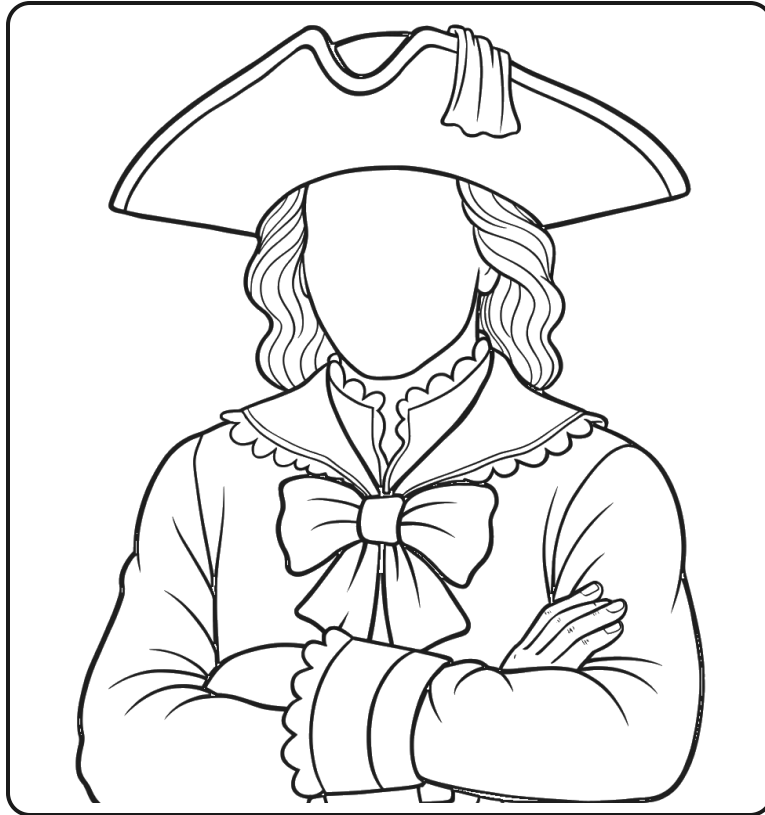
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Coloring with Purpose

Grade 5 • Cluster 1
From Tension to Revolution

Name: _____

Date: _____



Feeling word:

Feelings Faces

1. Reread *From Tension to Revolution*. Think about how a colonist feels.
2. Draw the face to show the feeling. Write the feeling word in the box.
3. Copy the words from the passage that show the feeling.

4. Color the picture.

TEKS Connection: 5.6F, 5.7C, 5.7E. **Why It Matters:** Students infer a feeling and support the inference with words from the text.

TEKS 5.6(F): Make inferences and use evidence to support understanding.

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Coloring with Purpose

Grade 5 • Cluster 2
A Harvest to Remember

Name: _____

Date: _____



Feeling word:

Feelings Faces

1. Reread *A Harvest to Remember*. Think about how a Pilgrim at the celebration feels.
2. Draw the face to show the feeling. Write the feeling word in the box.
3. Copy the words from the passage that show the feeling.

4. Color the picture.

TEKS Connection: 5.6F, 5.7C, 5.7E. **Why It Matters:** Students infer a feeling and support the inference with words from the text.

TEKS 5.6(F): Make inferences and use evidence to support understanding.

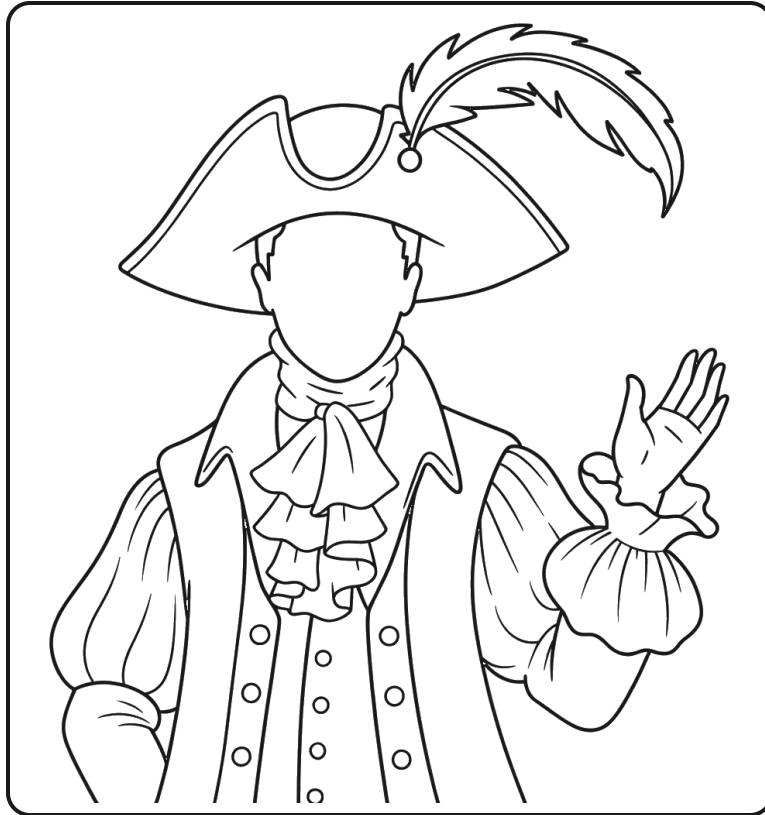
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Coloring with Purpose

Grade 5 • Cluster 3
Our Rights, Our Voices

Name: _____

Date: _____



Feeling word:

Feelings Faces

1. Reread *Our Rights, Our Voices*. Think about how a person speaking in the square feels.
2. Draw the face to show the feeling. Write the feeling word in the box.
3. Copy the words from the passage that show the feeling.

4. Color the picture.

TEKS Connection: 5.6F, 5.7C, 5.7E. **Why It Matters:** Students infer a feeling and support the inference with words from the text.

TEKS 5.6(F): Make inferences and use evidence to support understanding.

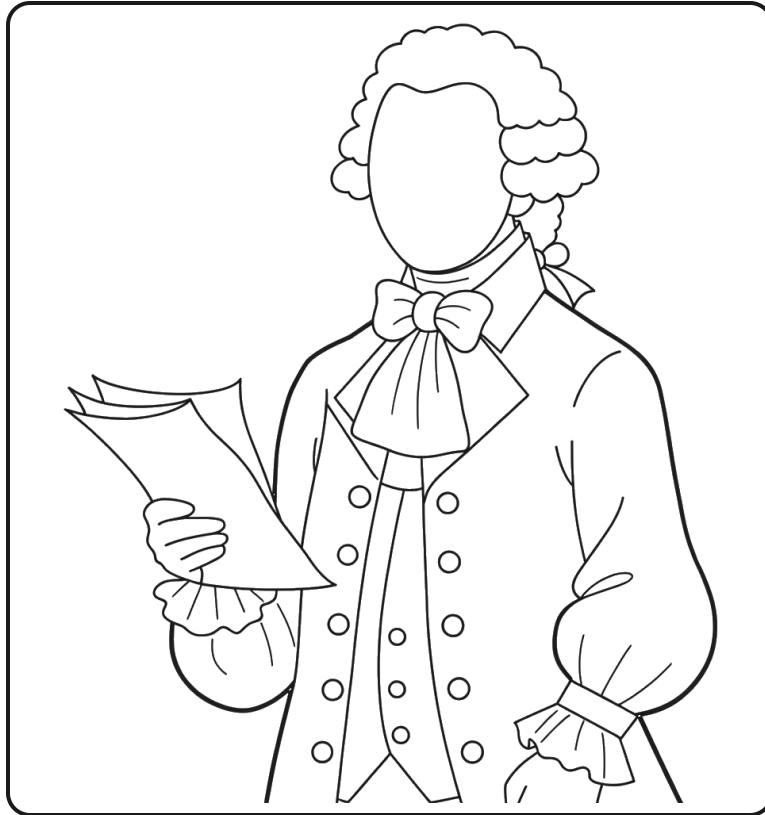
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Coloring with Purpose

Grade 5 • Cluster 5
A Difficult Compromise

Name: _____

Date: _____



Feeling word:

Feelings Faces

1. Reread *A Difficult Compromise*. Think about how a delegate feels.
2. Draw the face to show the feeling. Write the feeling word in the box.
3. Copy the words from the passage that show the feeling.

4. Color the picture.

TEKS Connection: 5.6F, 5.7C, 5.7E. **Why It Matters:** Students infer a feeling and support the inference with words from the text.

TEKS 5.6(F): Make inferences and use evidence to support understanding.

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Coloring with Purpose

Grade 5 • Cluster 6
A Voice in the Community

Name: _____

Date: _____



Feeling word:

Feelings Faces

1. Reread *A Voice in the Community*. Think about how a citizen deciding whether to vote feels.
2. Draw the face to show the feeling. Write the feeling word in the box.
3. Copy the words from the passage that show the feeling.

4. Color the picture.

TEKS Connection: 5.6F, 5.7C, 5.7E. **Why It Matters:** Students infer a feeling and support the inference with words from the text.

TEKS 5.6(F): Make inferences and use evidence to support understanding.

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Coloring with Purpose

Grade 5 • Cluster 7
One Voice Can Start a Wave

Name: _____

Date: _____



Feeling word:

Feelings Faces

1. Reread *One Voice Can Start a Wave*. Think about how the person who asks the question feels.
2. Draw the face to show the feeling. Write the feeling word in the box.
3. Copy the words from the passage that show the feeling.

4. Color the picture.

TEKS Connection: 5.6F, 5.7C, 5.7E. **Why It Matters:** Students infer a feeling and support the inference with words from the text.

TEKS 5.6(F): Make inferences and use evidence to support understanding.

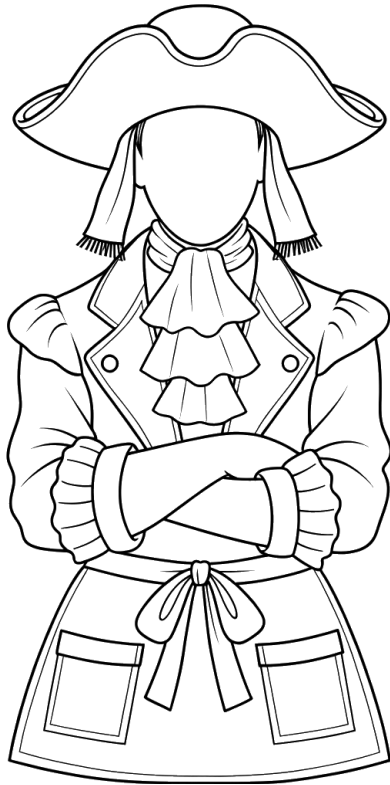
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Coloring with Purpose

Grade 5 • Cluster 8
From Protest to Participation

Name: _____

Date: _____



Feeling word:

Feelings Faces

1. Reread *From Protest to Participation*. Think about how a colonial merchant feels.
2. Draw the face to show the feeling. Write the feeling word in the box.
3. Copy the words from the passage that show the feeling.

4. Color the picture.

TEKS Connection: 5.6F, 5.7C, 5.7E. **Why It Matters:** Students infer a feeling and support the inference with words from the text.

TEKS 5.6(F): Make inferences and use evidence to support understanding.

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TEKS SECTION

TEKS 5.6(I)

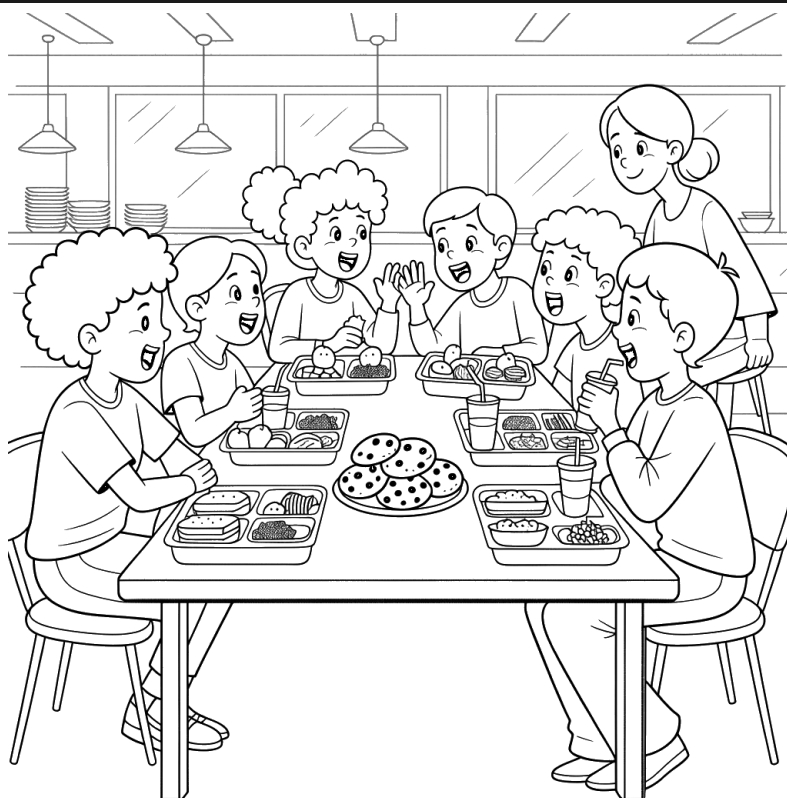
Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

Activity	Passage (Cluster)	Page
Find the Extra Detail	The Great Chocolate Chip Cookie Mystery (Prepare)	67
Find the Extra Detail	From Tension to Revolution (Cluster 1)	68
Find the Extra Detail	A Harvest to Remember (Cluster 2)	69
Find the Extra Detail	Our Rights, Our Voices (Cluster 3)	70
Find the Extra Detail	The Garden That Wouldn't Grow (Cluster 4)	71
Find the Extra Detail	A Difficult Compromise (Cluster 5)	72
Find the Extra Detail	A Voice in the Community (Cluster 6)	73
Find the Extra Detail	One Voice Can Start a Wave (Cluster 7)	74
Find the Extra Detail	From Protest to Participation (Cluster 8)	75

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Name: _____

Date: _____



Detective Directions: Find the Extra Detail

1. Reread *The Great Chocolate Chip Cookie Mystery*. This picture shows one thing that is **NOT** in the passage. Find it and cross it out with an X.
2. Name the extra detail. Then explain how you know it is not in the passage.

3. Color only the parts of the picture that match the passage.

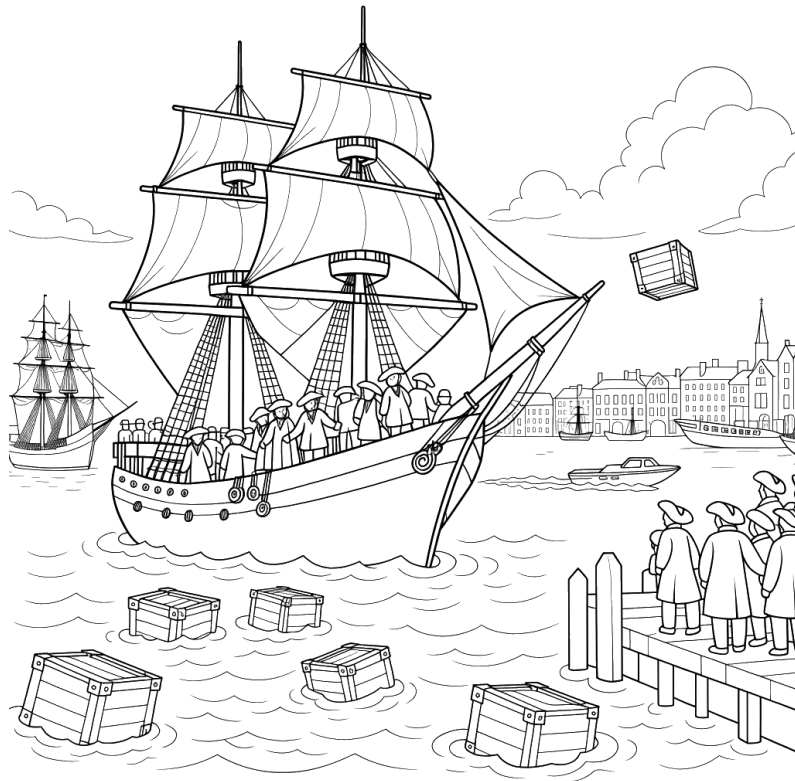
TEKS Connection: 5.6I, 5.7C, 5.7E. **Why It Matters:** Students check the picture against the source and notice when a detail is not supported by the text.

TEKS 5.6(I): Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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Name: _____

Date: _____



Detective Directions: Find the Extra Detail

1. Reread *From Tension to Revolution*. This picture shows one thing that is **NOT** in the passage. Find it and cross it out with an X.
2. Name the extra detail. Then explain how you know it is not in the passage.

3. Color only the parts of the picture that match the passage.

TEKS Connection: 5.6I, 5.7C, 5.7E. **Why It Matters:** Students check the picture against the source and notice when a detail is not supported by the text.

TEKS 5.6(I): Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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Name: _____

Date: _____



Detective Directions: Find the Extra Detail

1. Reread *A Harvest to Remember*. This picture shows one thing that is **NOT** in the passage. Find it and cross it out with an X.
2. Name the extra detail. Then explain how you know it is not in the passage.

3. Color only the parts of the picture that match the passage.

TEKS Connection: 5.6I, 5.7C, 5.7E. **Why It Matters:** Students check the picture against the source and notice when a detail is not supported by the text.

TEKS 5.6(I): Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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Coloring with Purpose

Grade 5 • Cluster 3
Our Rights, Our Voices

Name: _____

Date: _____



Detective Directions: Find the Extra Detail

1. Reread *Our Rights, Our Voices*. This picture shows one thing that is **NOT** in the passage. Find it and cross it out with an X.
2. Name the extra detail. Then explain how you know it is not in the passage.

3. Color only the parts of the picture that match the passage.

TEKS Connection: 5.6I, 5.7C, 5.7E. **Why It Matters:** Students check the picture against the source and notice when a detail is not supported by the text.

TEKS 5.6(I): Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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Name: _____

Date: _____



Detective Directions: Find the Extra Detail

1. Reread *The Garden That Wouldn't Grow*. This picture shows one thing that is **NOT** in the passage. Find it and cross it out with an X.
2. Name the extra detail. Then explain how you know it is not in the passage.

3. Color only the parts of the picture that match the passage.

TEKS Connection: 5.6I, 5.7C, 5.7E. **Why It Matters:** Students check the picture against the source and notice when a detail is not supported by the text.

TEKS 5.6(I): Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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Coloring with Purpose

Grade 5 • Cluster 5
A Difficult Compromise

Name: _____

Date: _____



Detective Directions: Find the Extra Detail

1. Reread *A Difficult Compromise*. This picture shows one thing that is **NOT** in the passage. Find it and cross it out with an X.
2. Name the extra detail. Then explain how you know it is not in the passage.

3. Color only the parts of the picture that match the passage.

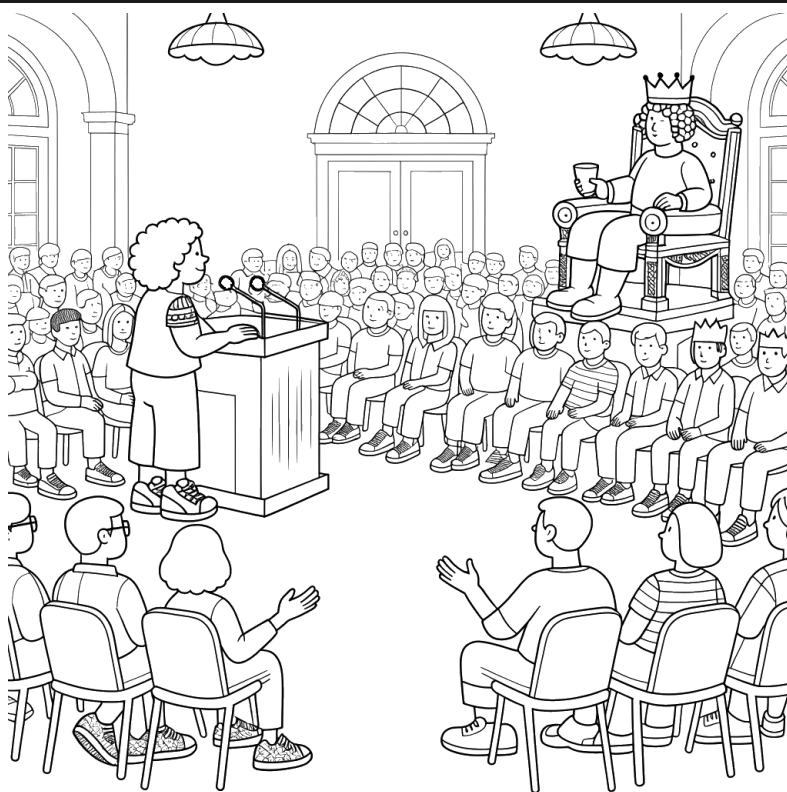
TEKS Connection: 5.6I, 5.7C, 5.7E. **Why It Matters:** Students check the picture against the source and notice when a detail is not supported by the text.

TEKS 5.6(I): Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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Name: _____

Date: _____



Detective Directions: Find the Extra Detail

1. Reread *A Voice in the Community*. This picture shows one thing that is **NOT** in the passage. Find it and cross it out with an X.
2. Name the extra detail. Then explain how you know it is not in the passage.

3. Color only the parts of the picture that match the passage.

TEKS Connection: 5.6I, 5.7C, 5.7E. **Why It Matters:** Students check the picture against the source and notice when a detail is not supported by the text.

TEKS 5.6(I): Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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Coloring with Purpose

Grade 5 • Cluster 7
One Voice Can Start a Wave

Name: _____

Date: _____



Detective Directions: Find the Extra Detail

1. Reread *One Voice Can Start a Wave*. This picture shows one thing that is **NOT** in the passage. Find it and cross it out with an X.
2. Name the extra detail. Then explain how you know it is not in the passage.

3. Color only the parts of the picture that match the passage.

TEKS Connection: 5.6I, 5.7C, 5.7E. **Why It Matters:** Students check the picture against the source and notice when a detail is not supported by the text.

TEKS 5.6(I): Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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Coloring with Purpose

Grade 5 • Cluster 8
From Protest to Participation

Name: _____

Date: _____



Detective Directions: Find the Extra Detail

1. Reread *From Protest to Participation*. This picture shows one thing that is **NOT** in the passage. Find it and cross it out with an X.
2. Name the extra detail. Then explain how you know it is not in the passage.

3. Color only the parts of the picture that match the passage.

TEKS Connection: 5.6I, 5.7C, 5.7E. **Why It Matters:** Students check the picture against the source and notice when a detail is not supported by the text.

TEKS 5.6(I): Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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TEKS SECTION

TEKS 5.7(C)

Use text evidence to support an appropriate response.

Activity	Passage (Cluster)	Page
Find the Missing Detail	The Great Chocolate Chip Cookie Mystery (Prepare)	77
Find the Missing Detail	From Tension to Revolution (Cluster 1)	78
Find the Missing Detail	A Harvest to Remember (Cluster 2)	79
Find the Missing Detail	Our Rights, Our Voices (Cluster 3)	80
Find the Missing Detail	The Garden That Wouldn't Grow (Cluster 4)	81
Find the Missing Detail	A Difficult Compromise (Cluster 5)	82
Find the Missing Detail	A Voice in the Community (Cluster 6)	83
Find the Missing Detail	One Voice Can Start a Wave (Cluster 7)	84
Find the Missing Detail	From Protest to Participation (Cluster 8)	85
Color the Evidence	The Great Chocolate Chip Cookie Mystery (Prepare)	86
Color the Evidence	From Tension to Revolution (Cluster 1)	87
Color the Evidence	A Harvest to Remember (Cluster 2)	88
Color the Evidence	Our Rights, Our Voices (Cluster 3)	89
Color the Evidence	The Garden That Wouldn't Grow (Cluster 4)	90
Color the Evidence	A Difficult Compromise (Cluster 5)	91
Color the Evidence	A Voice in the Community (Cluster 6)	92
Color the Evidence	One Voice Can Start a Wave (Cluster 7)	93
Color the Evidence	From Protest to Participation (Cluster 8)	94
Compare Two Pictures	The Great Chocolate Chip Cookie Mystery (Prepare)	95
Compare Two Pictures	From Tension to Revolution (Cluster 1)	96
Compare Two Pictures	A Harvest to Remember (Cluster 2)	97
Compare Two Pictures	Our Rights, Our Voices (Cluster 3)	98
Compare Two Pictures	The Garden That Wouldn't Grow (Cluster 4)	99
Compare Two Pictures	A Difficult Compromise (Cluster 5)	100
Compare Two Pictures	A Voice in the Community (Cluster 6)	101
Compare Two Pictures	One Voice Can Start a Wave (Cluster 7)	102
Compare Two Pictures	From Protest to Participation (Cluster 8)	103

Name: _____

Date: _____



Detective Directions: Find the Missing Detail

1. Reread *The Great Chocolate Chip Cookie Mystery*. One important detail from the passage is **missing** from this picture. Find it.
2. Copy the sentence from the passage that proves what is missing.

3. Draw the missing detail into the picture where it belongs. Then color the scene.

TEKS Connection: 5.7C, 5.7E, 5.6F. **Why It Matters:** Students return to the source, find the detail the picture leaves out, and prove it with the exact sentence before they draw it.

TEKS 5.7(C): Use text evidence to support an appropriate response.

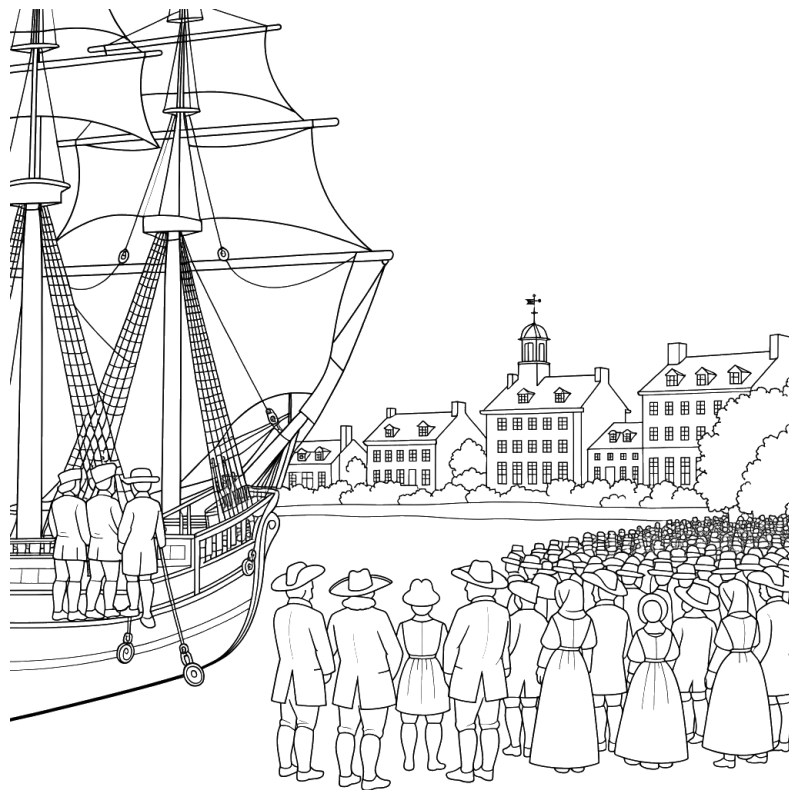
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Coloring with Purpose

Grade 5 • Cluster 1
From Tension to Revolution

Name: _____

Date: _____



Detective Directions: Find the Missing Detail

1. Reread *From Tension to Revolution*. One important detail from the passage is **missing** from this picture. Find it.
2. Copy the sentence from the passage that proves what is missing.

3. Draw the missing detail into the picture where it belongs. Then color the scene.

TEKS Connection: 5.7C, 5.7E, 5.6F. **Why It Matters:** Students return to the source, find the detail the picture leaves out, and prove it with the exact sentence before they draw it.

TEKS 5.7(C): Use text evidence to support an appropriate response.

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Coloring with Purpose

Grade 5 • Cluster 2
A Harvest to Remember

Name: _____

Date: _____



Detective Directions: Find the Missing Detail

1. Reread *A Harvest to Remember*. One important detail from the passage is **missing** from this picture. Find it.
2. Copy the sentence from the passage that proves what is missing.

3. Draw the missing detail into the picture where it belongs. Then color the scene.

TEKS Connection: 5.7C, 5.7E, 5.6F. **Why It Matters:** Students return to the source, find the detail the picture leaves out, and prove it with the exact sentence before they draw it.

TEKS 5.7(C): Use text evidence to support an appropriate response.

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Coloring with Purpose

Grade 5 • Cluster 3
Our Rights, Our Voices

Name: _____

Date: _____



Detective Directions: Find the Missing Detail

1. Reread *Our Rights, Our Voices*. One important detail from the passage is **missing** from this picture. Find it.
2. Copy the sentence from the passage that proves what is missing.

3. Draw the missing detail into the picture where it belongs. Then color the scene.

TEKS Connection: 5.7C, 5.7E, 5.6F. **Why It Matters:** Students return to the source, find the detail the picture leaves out, and prove it with the exact sentence before they draw it.

TEKS 5.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____



Detective Directions: Find the Missing Detail

1. Reread *The Garden That Wouldn't Grow*. One important detail from the passage is **missing** from this picture. Find it.
2. Copy the sentence from the passage that proves what is missing.

3. Draw the missing detail into the picture where it belongs. Then color the scene.

TEKS Connection: 5.7C, 5.7E, 5.6F. **Why It Matters:** Students return to the source, find the detail the picture leaves out, and prove it with the exact sentence before they draw it.

TEKS 5.7(C): Use text evidence to support an appropriate response.

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Coloring with Purpose

Grade 5 • Cluster 5
A Difficult Compromise

Name: _____

Date: _____



Detective Directions: Find the Missing Detail

1. Reread *A Difficult Compromise*. One important detail from the passage is **missing** from this picture. Find it.
2. Copy the sentence from the passage that proves what is missing.

3. Draw the missing detail into the picture where it belongs. Then color the scene.

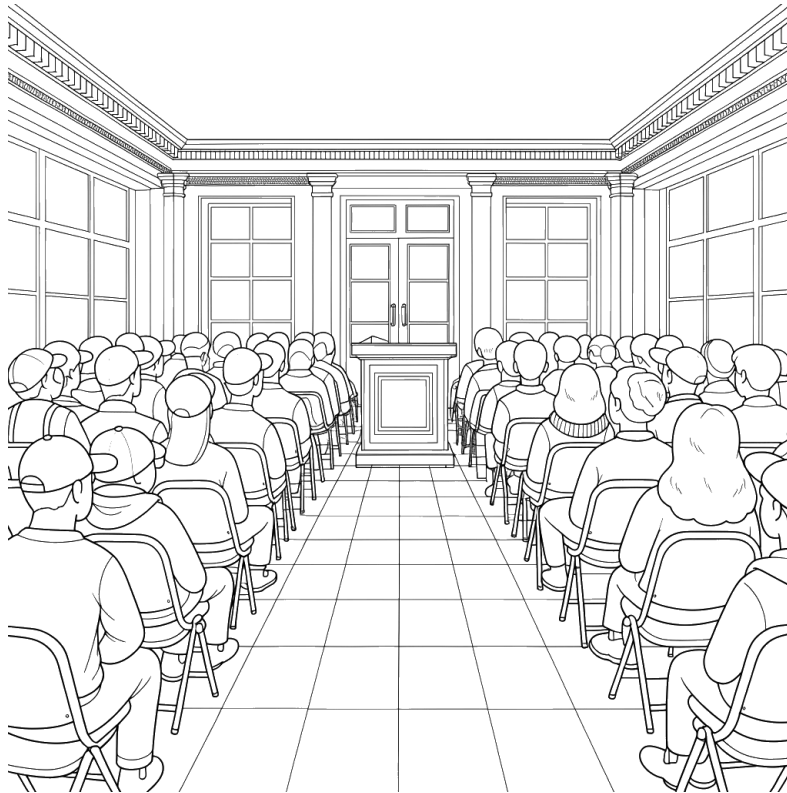
TEKS Connection: 5.7C, 5.7E, 5.6F. **Why It Matters:** Students return to the source, find the detail the picture leaves out, and prove it with the exact sentence before they draw it.

TEKS 5.7(C): Use text evidence to support an appropriate response.

© The Writing Academy, LLC

Name: _____

Date: _____



Detective Directions: Find the Missing Detail

1. Reread *A Voice in the Community*. One important detail from the passage is **missing** from this picture. Find it.
2. Copy the sentence from the passage that proves what is missing.

3. Draw the missing detail into the picture where it belongs. Then color the scene.

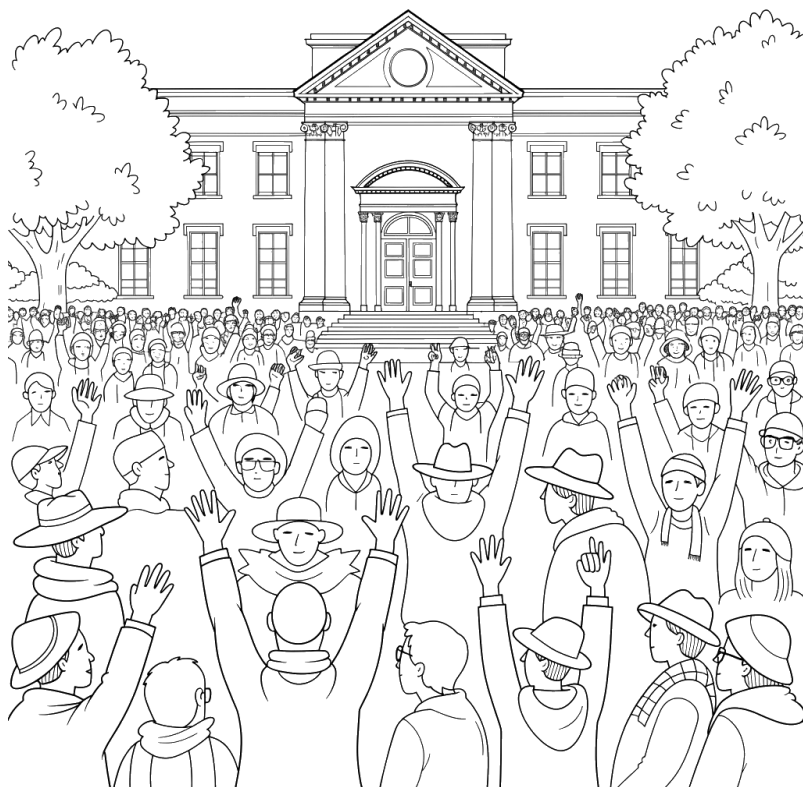
TEKS Connection: 5.7C, 5.7E, 5.6F. **Why It Matters:** Students return to the source, find the detail the picture leaves out, and prove it with the exact sentence before they draw it.

TEKS 5.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____



Detective Directions: Find the Missing Detail

1. Reread *One Voice Can Start a Wave*. One important detail from the passage is **missing** from this picture. Find it.
2. Copy the sentence from the passage that proves what is missing.

3. Draw the missing detail into the picture where it belongs. Then color the scene.

TEKS Connection: 5.7C, 5.7E, 5.6F. **Why It Matters:** Students return to the source, find the detail the picture leaves out, and prove it with the exact sentence before they draw it.

TEKS 5.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____



Detective Directions: Find the Missing Detail

1. Reread *From Protest to Participation*. One important detail from the passage is **missing** from this picture. Find it.
2. Copy the sentence from the passage that proves what is missing.

3. Draw the missing detail into the picture where it belongs. Then color the scene.

TEKS Connection: 5.7C, 5.7E, 5.6F. **Why It Matters:** Students return to the source, find the detail the picture leaves out, and prove it with the exact sentence before they draw it.

TEKS 5.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____



Color the Evidence

1. Reread *The Great Chocolate Chip Cookie Mystery*. Color ONLY the students who are sharing theories.
2. Leave the teacher, the trays, and the table uncolored.
3. Choose one detail you colored. Copy the sentence from the passage that proves it belongs.

TEKS Connection: 5.7C, 5.7E, 5.6G. **Why It Matters:** Students return to the source, identify relevant textual information, and represent that information visually.

TEKS 5.7(C): Use text evidence to support an appropriate response.

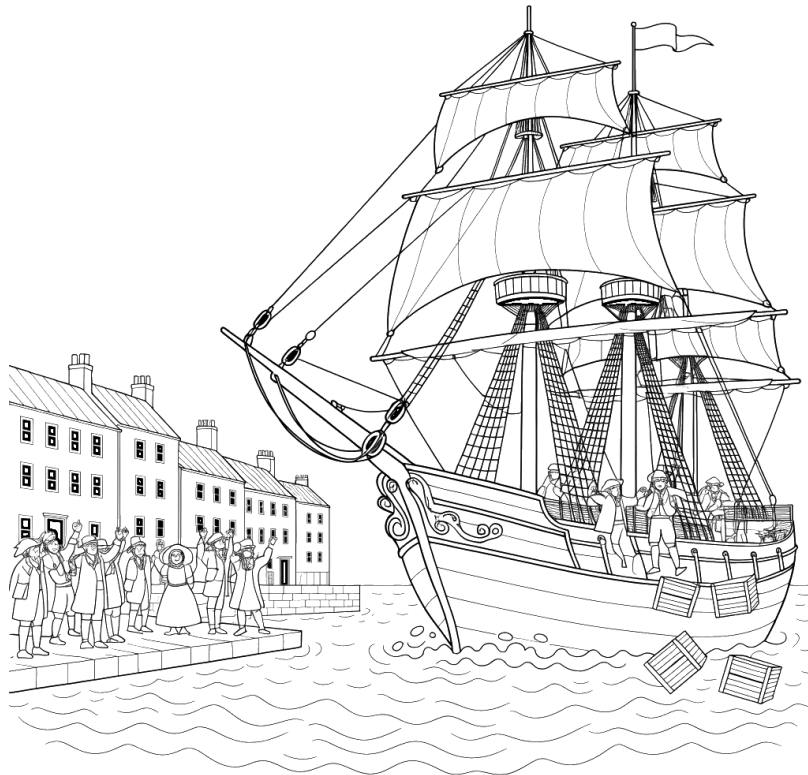
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Coloring with Purpose

Grade 5 • Cluster 1
From Tension to Revolution

Name: _____

Date: _____



Color the Evidence

1. Reread *From Tension to Revolution*. Color ONLY the details that show the colonists protesting.
2. Leave the sky and the ship's sails uncolored.
3. Choose one detail you colored. Copy the sentence from the passage that proves it belongs.

TEKS Connection: 5.7C, 5.7E, 5.6G. **Why It Matters:** Students return to the source, identify relevant textual information, and represent that information visually.

TEKS 5.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____



Color the Evidence

1. Reread *A Harvest to Remember*. Color ONLY the foods the passage says they likely ate.
2. Leave the people, the tables, and the village uncolored.
3. Choose one detail you colored. Copy the sentence from the passage that proves it belongs.

TEKS Connection: 5.7C, 5.7E, 5.6G. **Why It Matters:** Students return to the source, identify relevant textual information, and represent that information visually.

TEKS 5.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____



Color the Evidence

1. Reread *Our Rights, Our Voices*. Color ONLY the details that show freedoms named in the First Amendment.
2. Leave the sky and the ground uncolored.
3. Choose one detail you colored. Copy the sentence from the passage that proves it belongs.

TEKS Connection: 5.7C, 5.7E, 5.6G. **Why It Matters:** Students return to the source, identify relevant textual information, and represent that information visually.

TEKS 5.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____



Color the Evidence

1. Reread *The Garden That Wouldn't Grow*. Color ONLY the details that show the plants were in trouble.
2. Leave Kendrix, her grandmother, and the fence uncolored.
3. Choose one detail you colored. Copy the sentence from the passage that proves it belongs.

TEKS Connection: 5.7C, 5.7E, 5.6G. **Why It Matters:** Students return to the source, identify relevant textual information, and represent that information visually.

TEKS 5.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____



Color the Evidence

1. Reread *A Difficult Compromise*. Color ONLY the details that show the serious disagreement.
2. Leave the windows and the walls uncolored.
3. Choose one detail you colored. Copy the sentence from the passage that proves it belongs.

TEKS Connection: 5.7C, 5.7E, 5.6G. **Why It Matters:** Students return to the source, identify relevant textual information, and represent that information visually.

TEKS 5.7(C): Use text evidence to support an appropriate response.

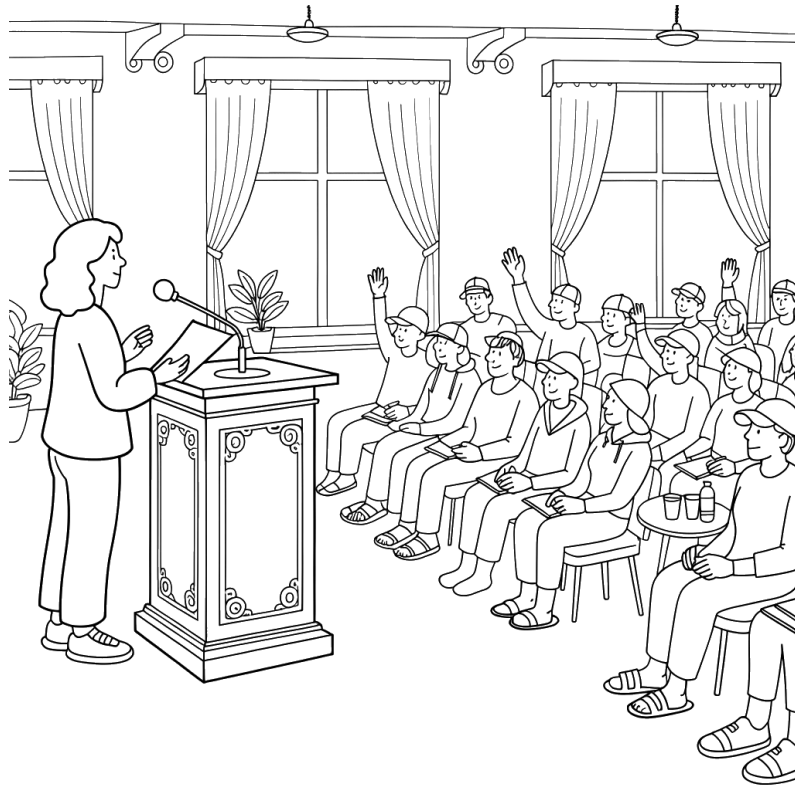
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Coloring with Purpose

Grade 5 • Cluster 6
A Voice in the Community

Name: _____

Date: _____



Color the Evidence

1. Reread *A Voice in the Community*. Color **ONLY** the people taking part in civic life.
2. Leave the walls and the chairs uncolored.
3. Choose one detail you colored. Copy the sentence from the passage that proves it belongs.

TEKS Connection: 5.7C, 5.7E, 5.6G. **Why It Matters:** Students return to the source, identify relevant textual information, and represent that information visually.

TEKS 5.7(C): Use text evidence to support an appropriate response.

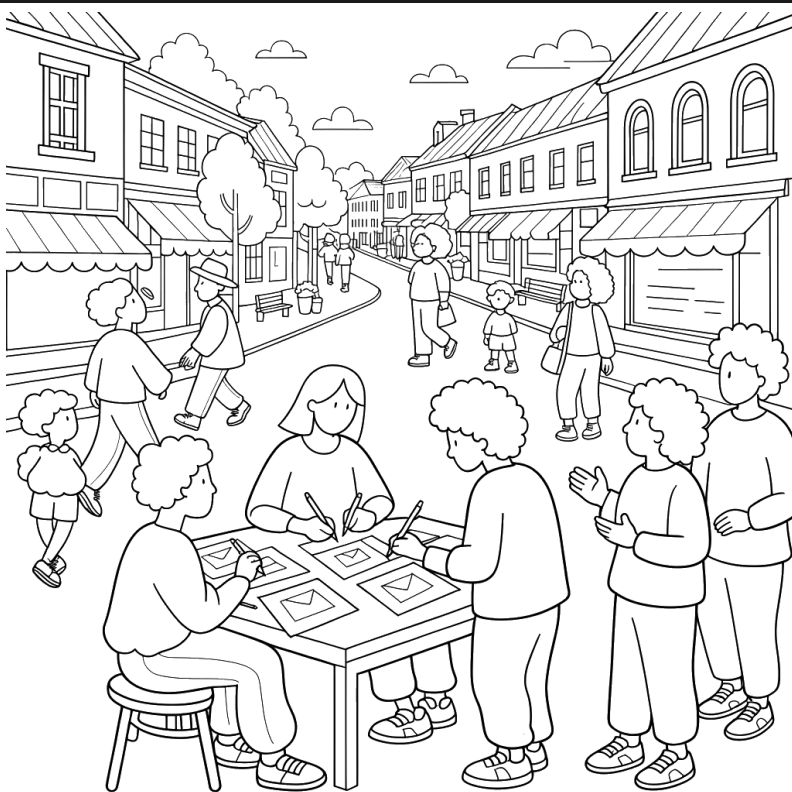
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Coloring with Purpose

Grade 5 • Cluster 7
One Voice Can Start a Wave

Name: _____

Date: _____



Color the Evidence

1. Reread *One Voice Can Start a Wave*. Color **ONLY** the ways people help change happen.
2. Leave the buildings and the street uncolored.
3. Choose one detail you colored. Copy the sentence from the passage that proves it belongs.

TEKS Connection: 5.7C, 5.7E, 5.6G. **Why It Matters:** Students return to the source, identify relevant textual information, and represent that information visually.

TEKS 5.7(C): Use text evidence to support an appropriate response.

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Coloring with Purpose

Grade 5 • Cluster 8
From Protest to Participation

Name: _____

Date: _____



Color the Evidence

1. Reread *From Protest to Participation*. Color ONLY the ways ordinary people took part in protest.
2. Leave the buildings and the sky uncolored.
3. Choose one detail you colored. Copy the sentence from the passage that proves it belongs.

TEKS Connection: 5.7C, 5.7E, 5.6G. **Why It Matters:** Students return to the source, identify relevant textual information, and represent that information visually.

TEKS 5.7(C): Use text evidence to support an appropriate response.

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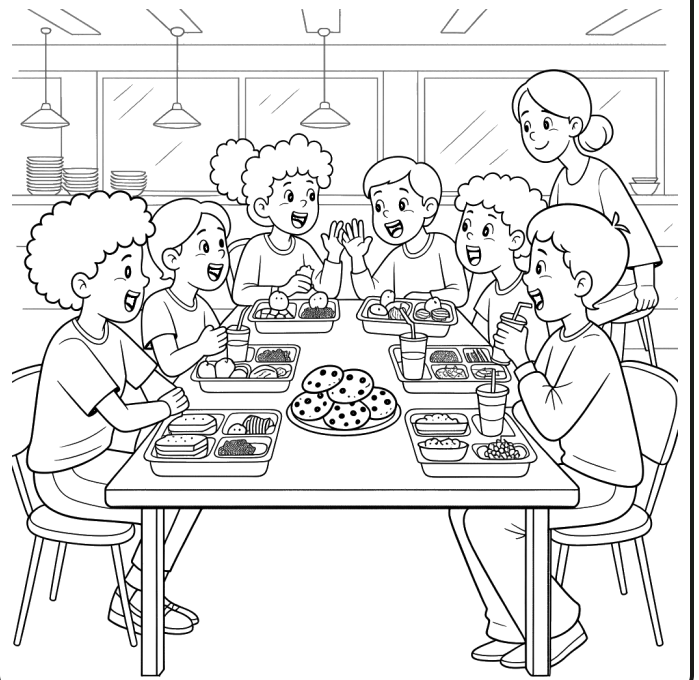
Name: _____

Date: _____

PICTURE 1



PICTURE 2



Compare Two Pictures

1. Reread *The Great Chocolate Chip Cookie Mystery*. Circle three things that are different in the two pictures.
2. Only one picture matches the passage. Which one? Write the detail that does not belong in the other picture and the evidence that proves it.

3. Color the picture that matches the passage.

TEKS Connection: 5.7C, 5.7E, 5.6I. **Why It Matters:** Students compare two images to the source and use evidence to decide which one is accurate.

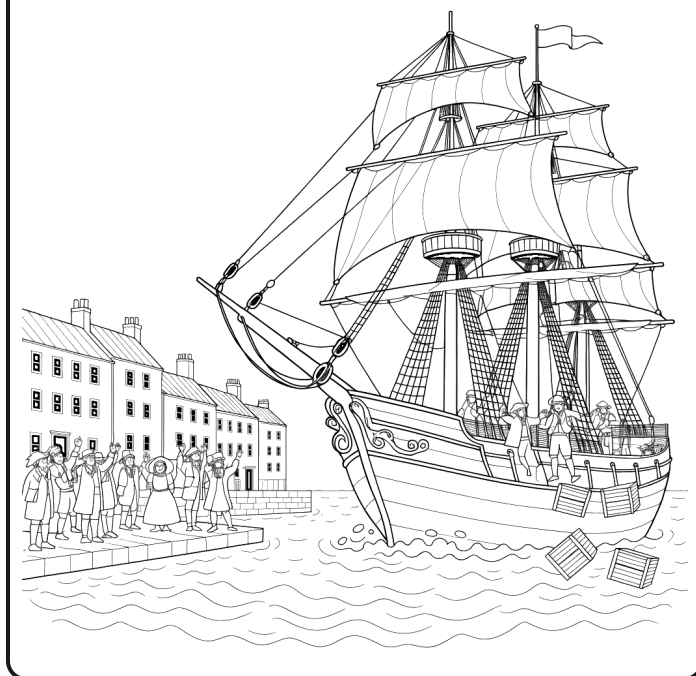
TEKS 5.7(C): Use text evidence to support an appropriate response.

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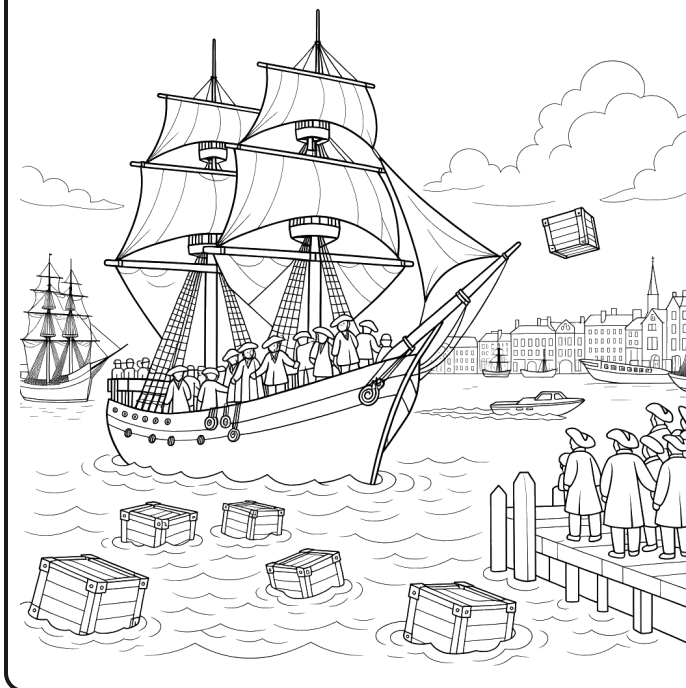
Name: _____

Date: _____

PICTURE 1



PICTURE 2



Compare Two Pictures

1. Reread *From Tension to Revolution*. Circle three things that are different in the two pictures.
2. Only one picture matches the passage. Which one? Write the detail that does not belong in the other picture and the evidence that proves it.

3. Color the picture that matches the passage.

TEKS Connection: 5.7C, 5.7E, 5.6I. **Why It Matters:** Students compare two images to the source and use evidence to decide which one is accurate.

TEKS 5.7(C): Use text evidence to support an appropriate response.

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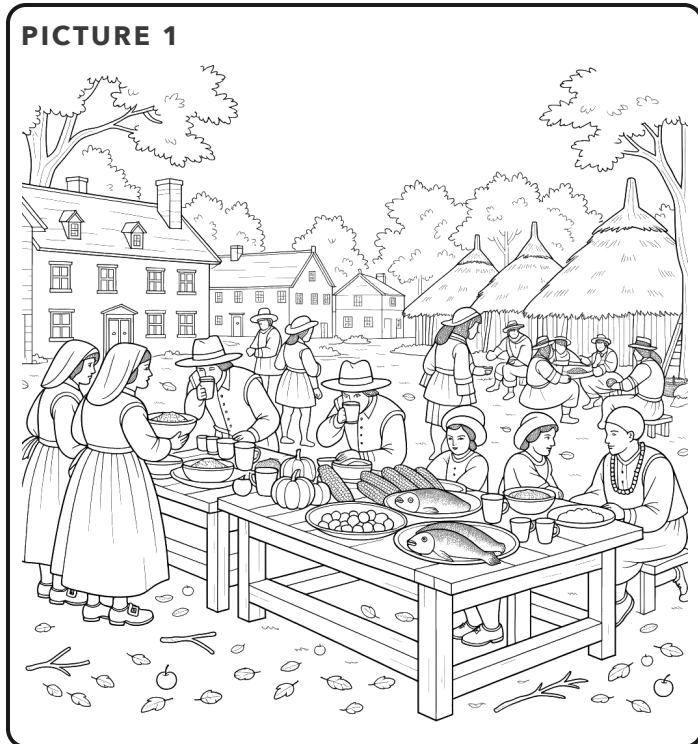
Coloring with Purpose

Grade 5 • Cluster 2
A Harvest to Remember

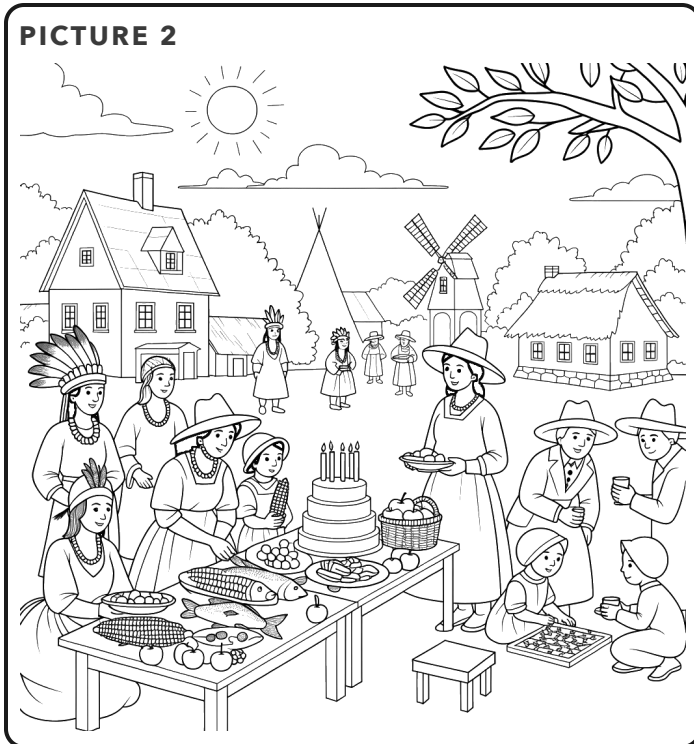
Name: _____

Date: _____

PICTURE 1



PICTURE 2



Compare Two Pictures

1. Reread *A Harvest to Remember*. Circle three things that are different in the two pictures.
2. Only one picture matches the passage. Which one? Write the detail that does not belong in the other picture and the evidence that proves it.

3. Color the picture that matches the passage.

TEKS Connection: 5.7C, 5.7E, 5.6I. **Why It Matters:** Students compare two images to the source and use evidence to decide which one is accurate.

TEKS 5.7(C): Use text evidence to support an appropriate response.

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Coloring with Purpose

Grade 5 • Cluster 3
Our Rights, Our Voices

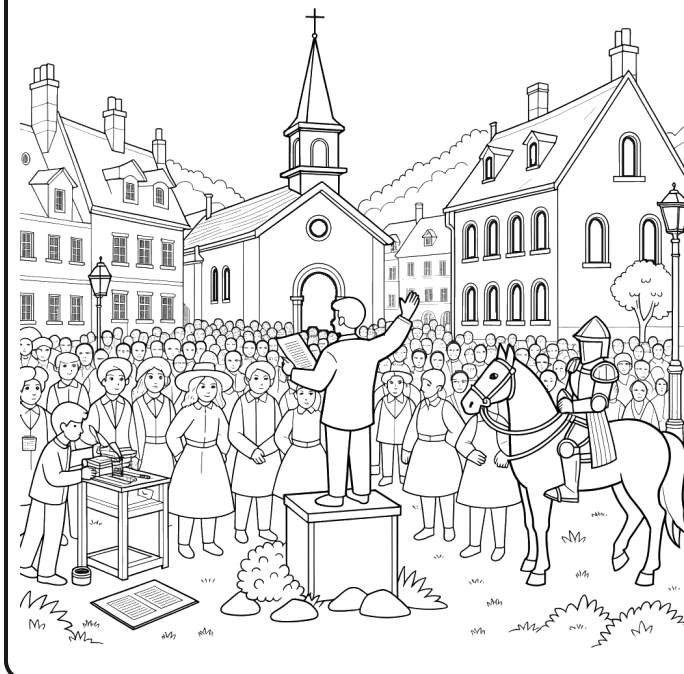
Name: _____

Date: _____

PICTURE 1



PICTURE 2



Compare Two Pictures

1. Reread *Our Rights, Our Voices*. Circle three things that are different in the two pictures.
2. Only one picture matches the passage. Which one? Write the detail that does not belong in the other picture and the evidence that proves it.

3. Color the picture that matches the passage.

TEKS Connection: 5.7C, 5.7E, 5.6I. **Why It Matters:** Students compare two images to the source and use evidence to decide which one is accurate.

TEKS 5.7(C): Use text evidence to support an appropriate response.

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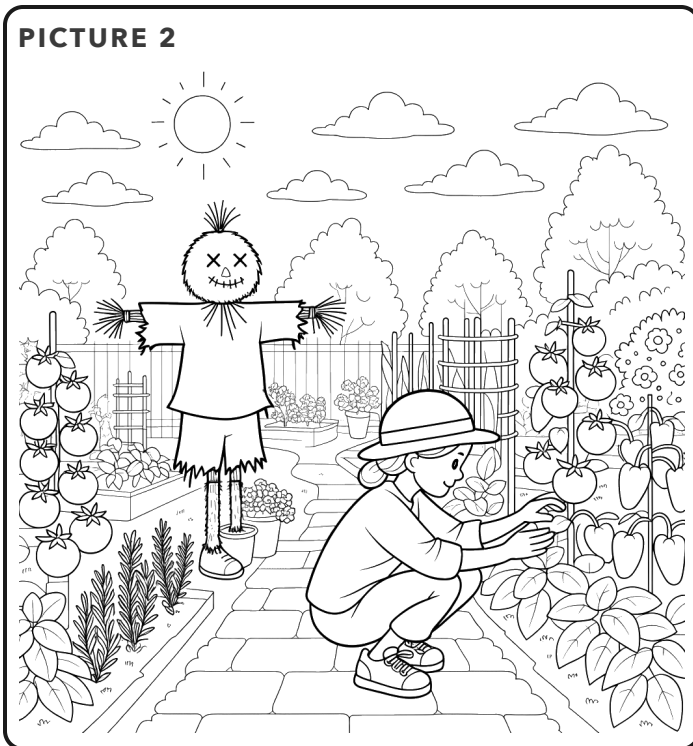
Name: _____

Date: _____

PICTURE 1



PICTURE 2



Compare Two Pictures

1. Reread *The Garden That Wouldn't Grow*. Circle three things that are different in the two pictures.
2. Only one picture matches the passage. Which one? Write the detail that does not belong in the other picture and the evidence that proves it.

3. Color the picture that matches the passage.

TEKS Connection: 5.7C, 5.7E, 5.6I. **Why It Matters:** Students compare two images to the source and use evidence to decide which one is accurate.

TEKS 5.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____

PICTURE 1



PICTURE 2



Compare Two Pictures

1. Reread *A Difficult Compromise*. Circle three things that are different in the two pictures.
2. Only one picture matches the passage. Which one? Write the detail that does not belong in the other picture and the evidence that proves it.

3. Color the picture that matches the passage.

TEKS Connection: 5.7C, 5.7E, 5.6I. **Why It Matters:** Students compare two images to the source and use evidence to decide which one is accurate.

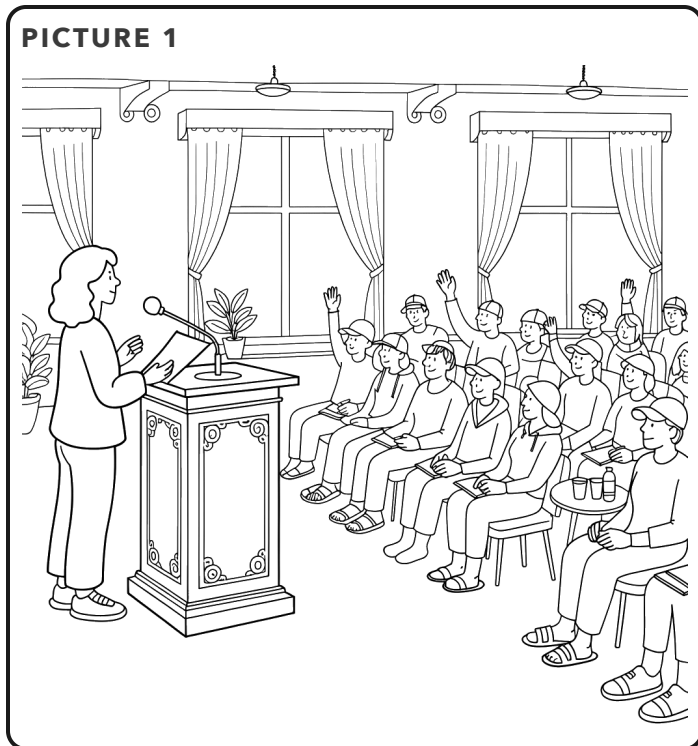
TEKS 5.7(C): Use text evidence to support an appropriate response.

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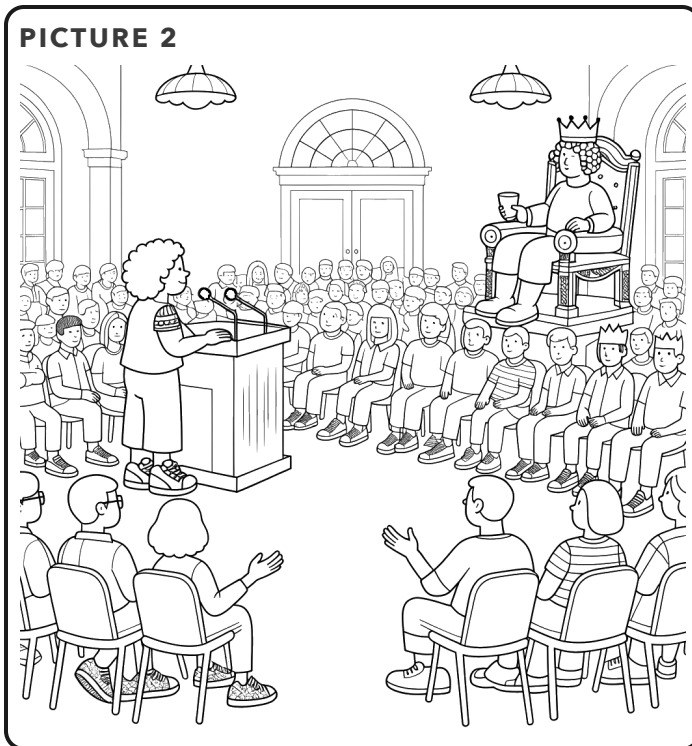
Name: _____

Date: _____

PICTURE 1



PICTURE 2



Compare Two Pictures

1. Reread *A Voice in the Community*. Circle three things that are different in the two pictures.
2. Only one picture matches the passage. Which one? Write the detail that does not belong in the other picture and the evidence that proves it.

3. Color the picture that matches the passage.

TEKS Connection: 5.7C, 5.7E, 5.6I. **Why It Matters:** Students compare two images to the source and use evidence to decide which one is accurate.

TEKS 5.7(C): Use text evidence to support an appropriate response.

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Coloring with Purpose

Grade 5 • Cluster 7
One Voice Can Start a Wave

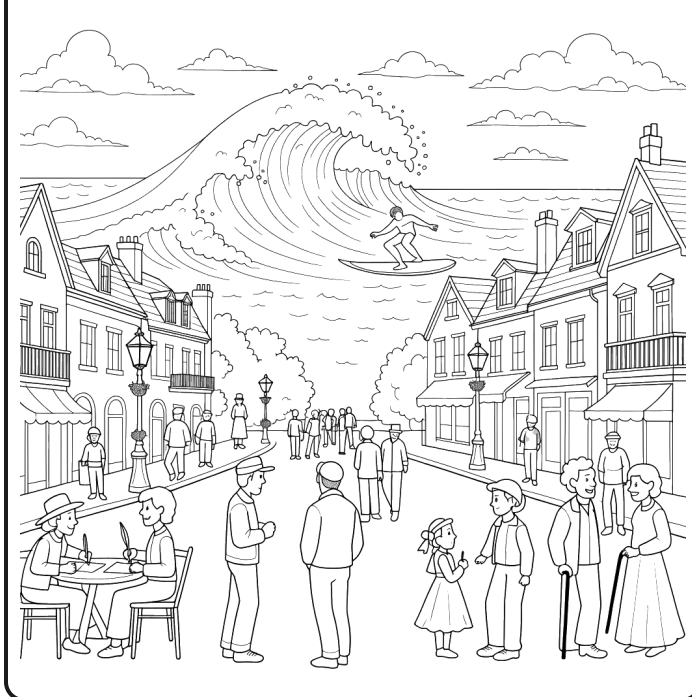
Name: _____

Date: _____

PICTURE 1



PICTURE 2



Compare Two Pictures

1. Reread *One Voice Can Start a Wave*. Circle three things that are different in the two pictures.
2. Only one picture matches the passage. Which one? Write the detail that does not belong in the other picture and the evidence that proves it.

3. Color the picture that matches the passage.

TEKS Connection: 5.7C, 5.7E, 5.6I. **Why It Matters:** Students compare two images to the source and use evidence to decide which one is accurate.

TEKS 5.7(C): Use text evidence to support an appropriate response.

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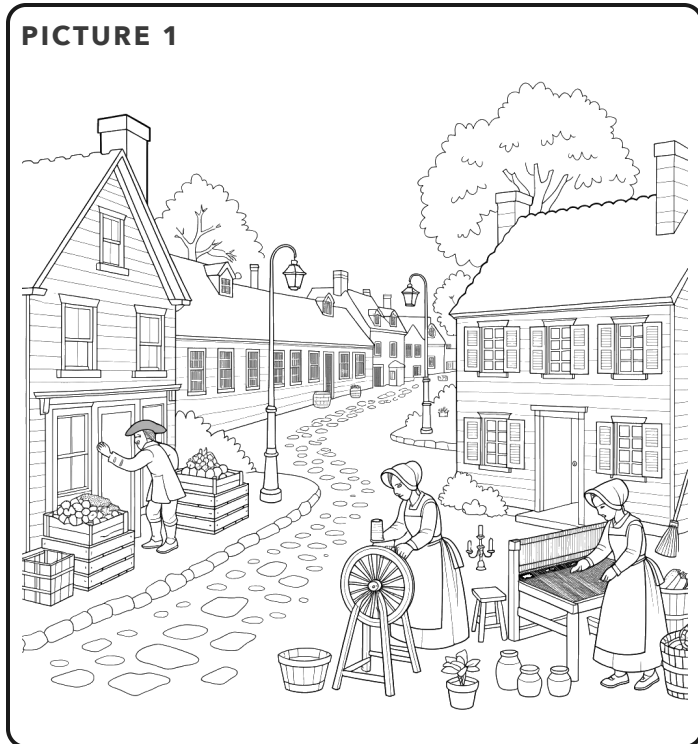
Coloring with Purpose

Grade 5 • Cluster 8
From Protest to Participation

Name: _____

Date: _____

PICTURE 1



PICTURE 2



Compare Two Pictures

1. Reread *From Protest to Participation*. Circle three things that are different in the two pictures.
2. Only one picture matches the passage. Which one? Write the detail that does not belong in the other picture and the evidence that proves it.

3. Color the picture that matches the passage.

TEKS Connection: 5.7C, 5.7E, 5.6I. **Why It Matters:** Students compare two images to the source and use evidence to decide which one is accurate.

TEKS 5.7(C): Use text evidence to support an appropriate response.

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TEKS SECTION

TEKS 5.7(D)

Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

Activity	Passage (Cluster)	Page
Paraphrase the Picture	The Great Chocolate Chip Cookie Mystery (Prepare)	105
Paraphrase the Picture	From Tension to Revolution (Cluster 1)	106
Paraphrase the Picture	A Harvest to Remember (Cluster 2)	107
Paraphrase the Picture	Our Rights, Our Voices (Cluster 3)	108
Paraphrase the Picture	The Garden That Wouldn't Grow (Cluster 4)	109
Paraphrase the Picture	A Difficult Compromise (Cluster 5)	110
Paraphrase the Picture	A Voice in the Community (Cluster 6)	111
Paraphrase the Picture	One Voice Can Start a Wave (Cluster 7)	112
Paraphrase the Picture	From Protest to Participation (Cluster 8)	113
Sequence the Scene	From Tension to Revolution (Cluster 1)	114
Sequence the Scene	A Harvest to Remember (Cluster 2)	115
Sequence the Scene	Our Rights, Our Voices (Cluster 3)	116
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Sequence the Scene	A Voice in the Community (Cluster 6)	118
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Comic Strip Retell	The Great Chocolate Chip Cookie Mystery (Prepare)	121
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Comic Strip Retell	A Voice in the Community (Cluster 6)	127
Comic Strip Retell	One Voice Can Start a Wave (Cluster 7)	128
Comic Strip Retell	From Protest to Participation (Cluster 8)	129

Name: _____

Date: _____



Paraphrase the Picture

1. Color the picture. As you color, think about what *The Great Chocolate Chip Cookie Mystery* is mostly about.
2. Use the picture to tell what the passage says **in your own words**. Do not copy sentences from the passage.

TEKS Connection: 5.7D, 5.7E. **Why It Matters:** Students restate the source in their own words while keeping its meaning and logical order.

TEKS 5.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

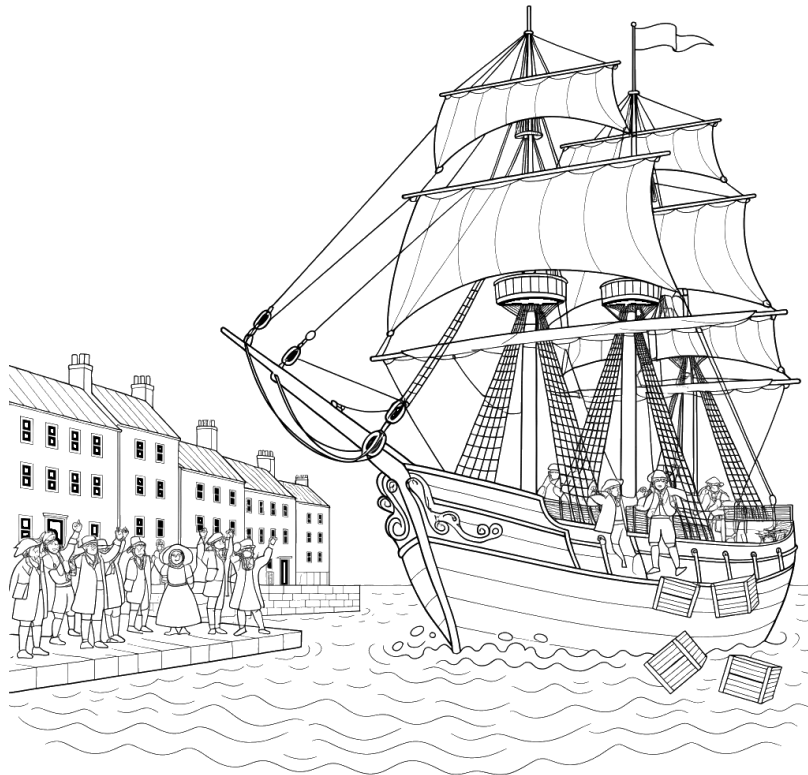
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Coloring with Purpose

Grade 5 • Cluster 1
From Tension to Revolution

Name: _____

Date: _____



Paraphrase the Picture

1. Color the picture. As you color, think about what *From Tension to Revolution* is mostly about.
2. Use the picture to tell what the passage says **in your own words**. Do not copy sentences from the passage.

TEKS Connection: 5.7D, 5.7E. **Why It Matters:** Students restate the source in their own words while keeping its meaning and logical order.

TEKS 5.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 5 • Cluster 2
A Harvest to Remember

Name: _____

Date: _____



Paraphrase the Picture

1. Color the picture. As you color, think about what *A Harvest to Remember* is mostly about.
2. Use the picture to tell what the passage says **in your own words**. Do not copy sentences from the passage.

TEKS Connection: 5.7D, 5.7E. **Why It Matters:** Students restate the source in their own words while keeping its meaning and logical order.

TEKS 5.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 5 • Cluster 3
Our Rights, Our Voices

Name: _____

Date: _____



Paraphrase the Picture

1. Color the picture. As you color, think about what *Our Rights, Our Voices* is mostly about.
2. Use the picture to tell what the passage says **in your own words**. Do not copy sentences from the passage.

TEKS Connection: 5.7D, 5.7E. **Why It Matters:** Students restate the source in their own words while keeping its meaning and logical order.

TEKS 5.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 5 • Cluster 4
The Garden That Wouldn't Grow

Name: _____

Date: _____



Paraphrase the Picture

1. Color the picture. As you color, think about what *The Garden That Wouldn't Grow* is mostly about.
2. Use the picture to tell what the passage says **in your own words**. Do not copy sentences from the passage.

TEKS Connection: 5.7D, 5.7E. **Why It Matters:** Students restate the source in their own words while keeping its meaning and logical order.

TEKS 5.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

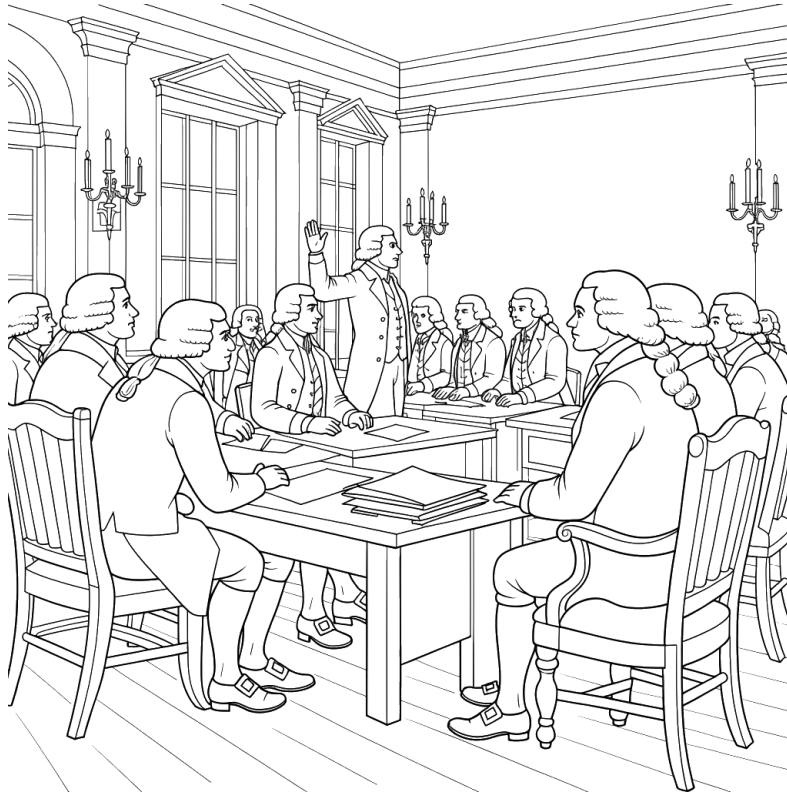
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Coloring with Purpose

Grade 5 • Cluster 5
A Difficult Compromise

Name: _____

Date: _____



Paraphrase the Picture

1. Color the picture. As you color, think about what *A Difficult Compromise* is mostly about.
2. Use the picture to tell what the passage says **in your own words**. Do not copy sentences from the passage.

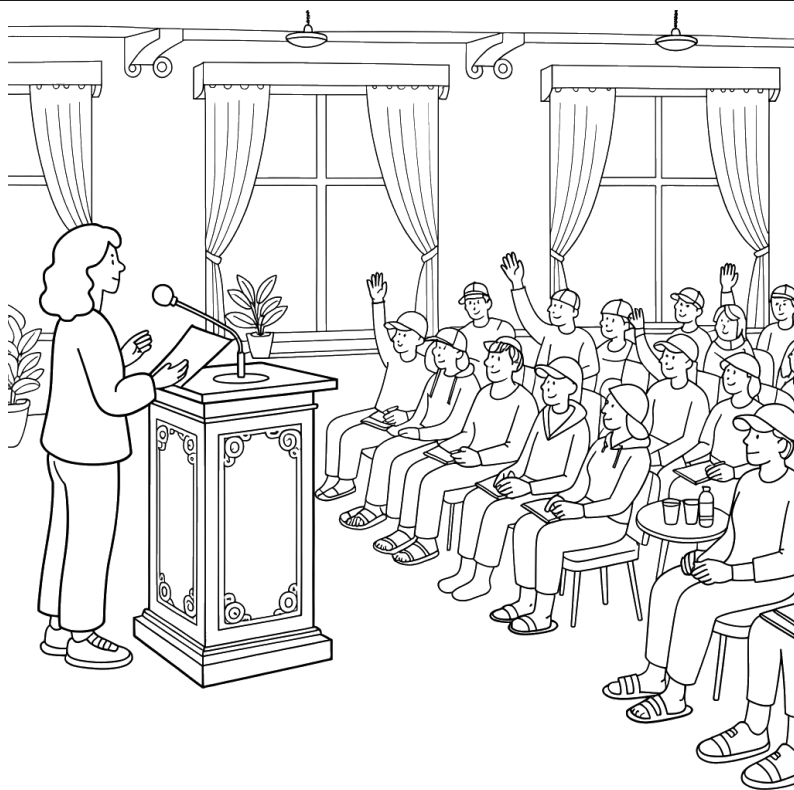
TEKS Connection: 5.7D, 5.7E. **Why It Matters:** Students restate the source in their own words while keeping its meaning and logical order.

TEKS 5.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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Name: _____

Date: _____



Paraphrase the Picture

1. Color the picture. As you color, think about what *A Voice in the Community* is mostly about.
2. Use the picture to tell what the passage says **in your own words**. Do not copy sentences from the passage.

TEKS Connection: 5.7D, 5.7E. **Why It Matters:** Students restate the source in their own words while keeping its meaning and logical order.

TEKS 5.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

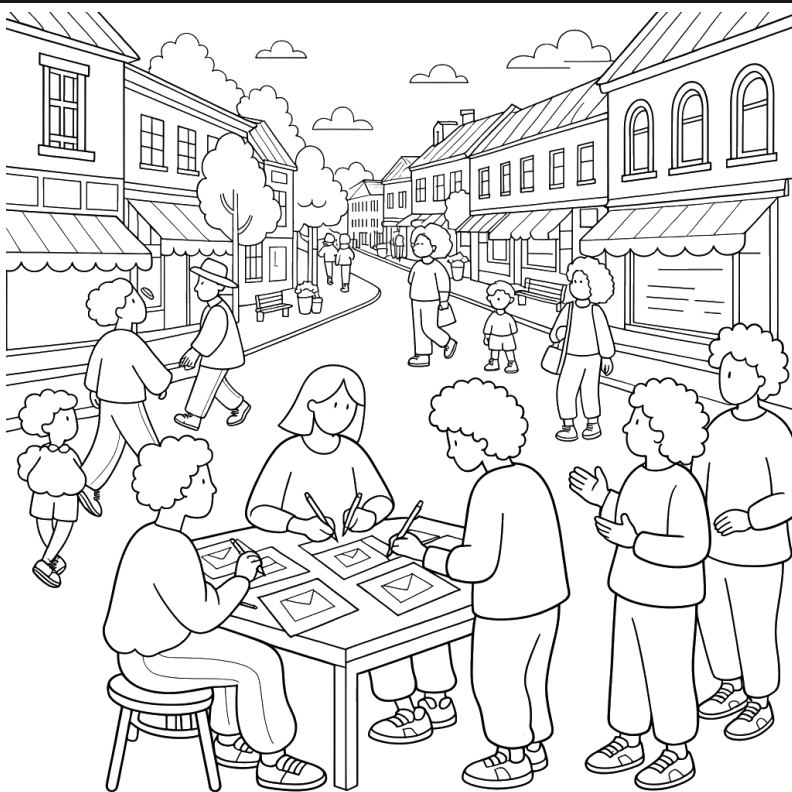
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Coloring with Purpose

Grade 5 • Cluster 7
One Voice Can Start a Wave

Name: _____

Date: _____



Paraphrase the Picture

1. Color the picture. As you color, think about what *One Voice Can Start a Wave* is mostly about.
2. Use the picture to tell what the passage says **in your own words**. Do not copy sentences from the passage.

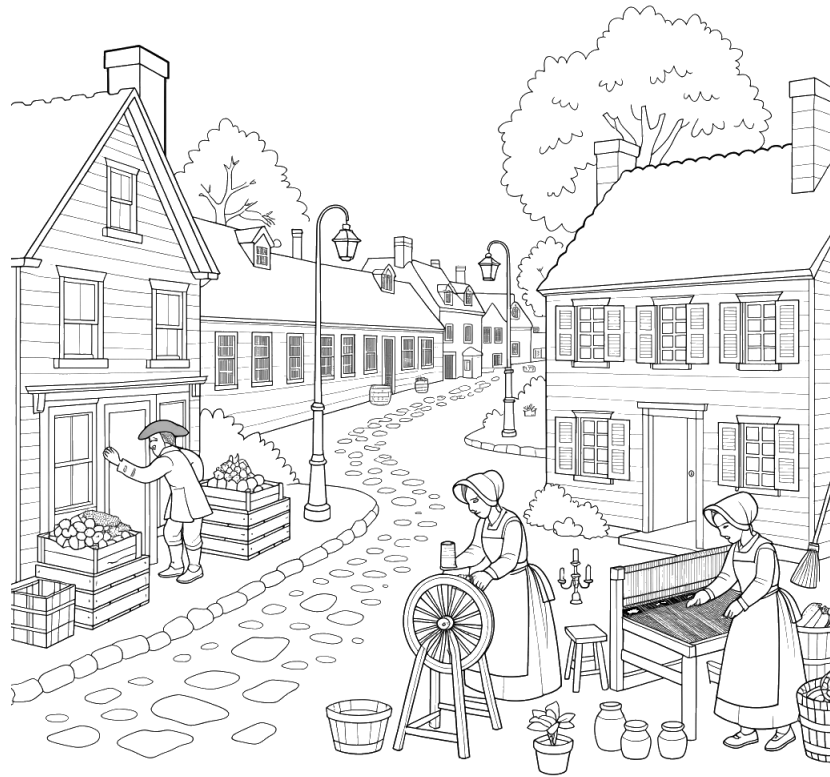
TEKS Connection: 5.7D, 5.7E. **Why It Matters:** Students restate the source in their own words while keeping its meaning and logical order.

TEKS 5.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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Name: _____

Date: _____



Paraphrase the Picture

1. Color the picture. As you color, think about what *From Protest to Participation* is mostly about.
2. Use the picture to tell what the passage says **in your own words**. Do not copy sentences from the passage.

TEKS Connection: 5.7D, 5.7E. **Why It Matters:** Students restate the source in their own words while keeping its meaning and logical order.

TEKS 5.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

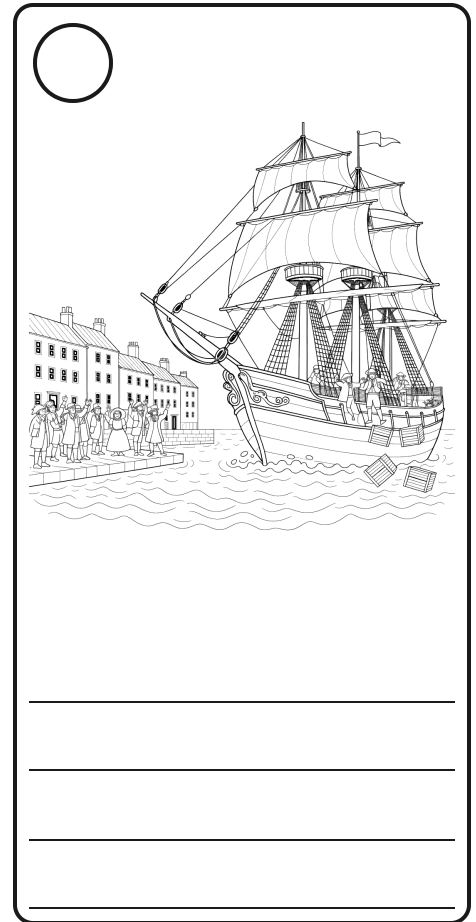
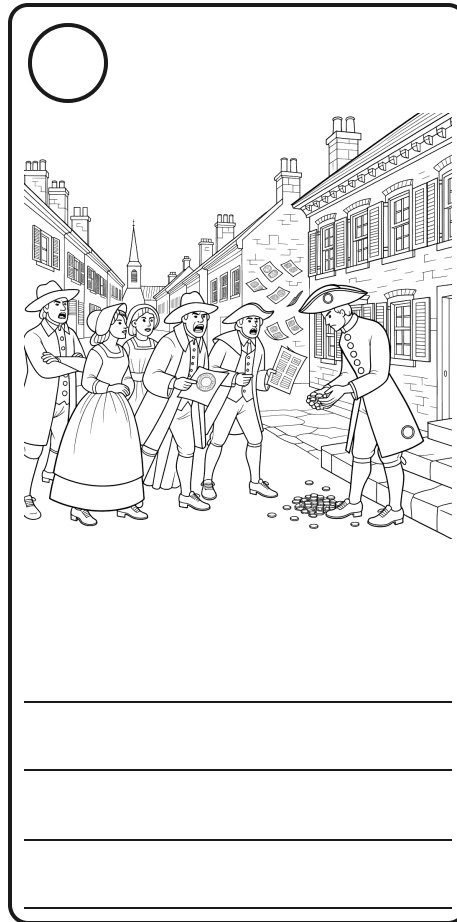
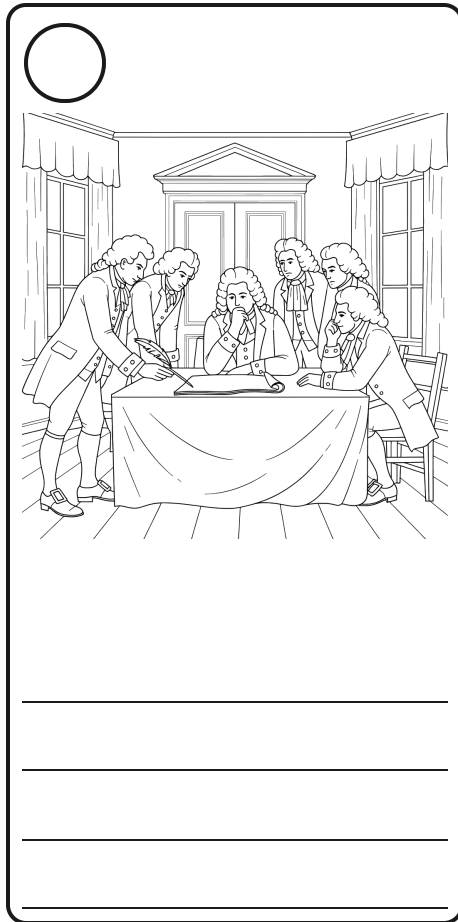
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Coloring with Purpose

Grade 5 • Cluster 1
From Tension to Revolution

Name: _____

Date: _____



Sequence the Scene

1. Reread *From Tension to Revolution*. These panels are out of order. Write 1, 2, or 3 in each box to show the order.
2. On the lines under each panel, copy a signal word or a few words from the passage that prove the step.
3. Color the panels.

TEKS Connection: 5.7D, 5.7C, 5.7E. **Why It Matters:** Students use words from the source to put the events in logical order and show each step visually.

TEKS 5.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

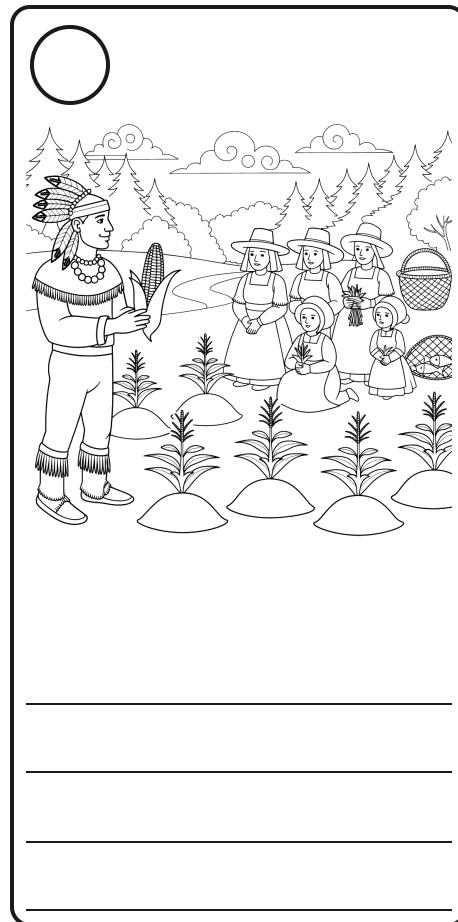
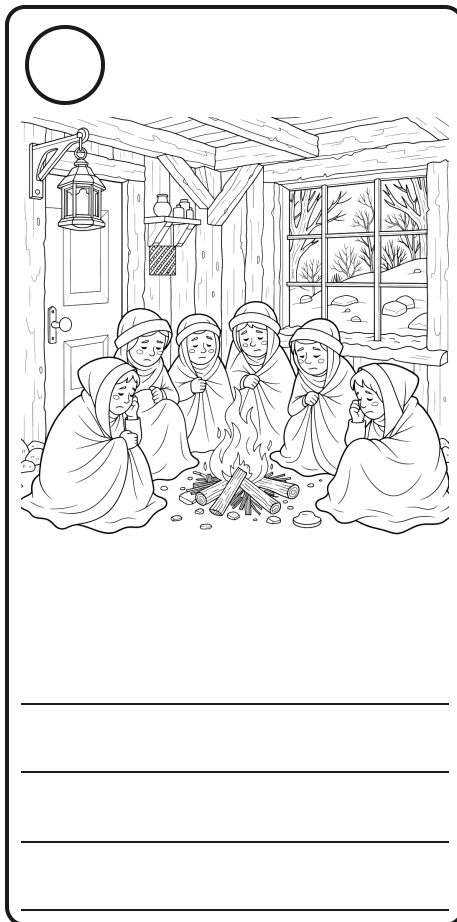
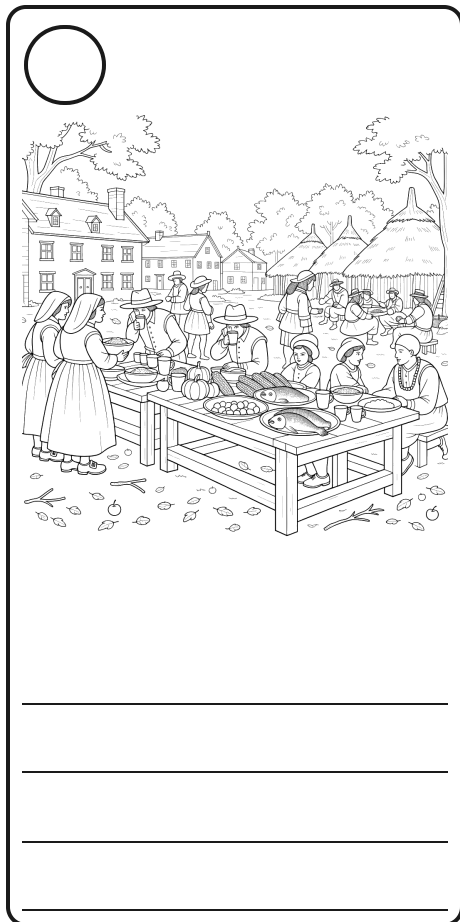
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Coloring with Purpose

Grade 5 • Cluster 2
A Harvest to Remember

Name: _____

Date: _____



Sequence the Scene

1. Reread *A Harvest to Remember*. These panels are out of order. Write 1, 2, or 3 in each box to show the order.
2. On the lines under each panel, copy a signal word or a few words from the passage that prove the step.
3. Color the panels.

TEKS Connection: 5.7D, 5.7C, 5.7E. **Why It Matters:** Students use words from the source to put the events in logical order and show each step visually.

TEKS 5.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

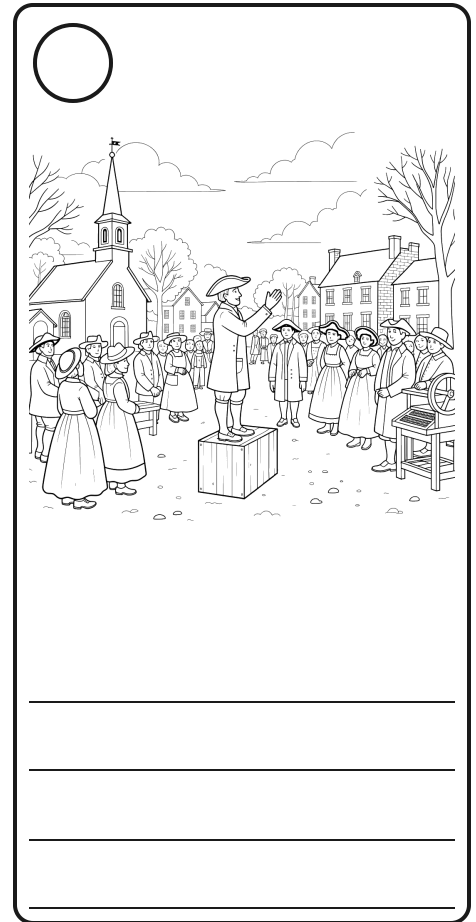
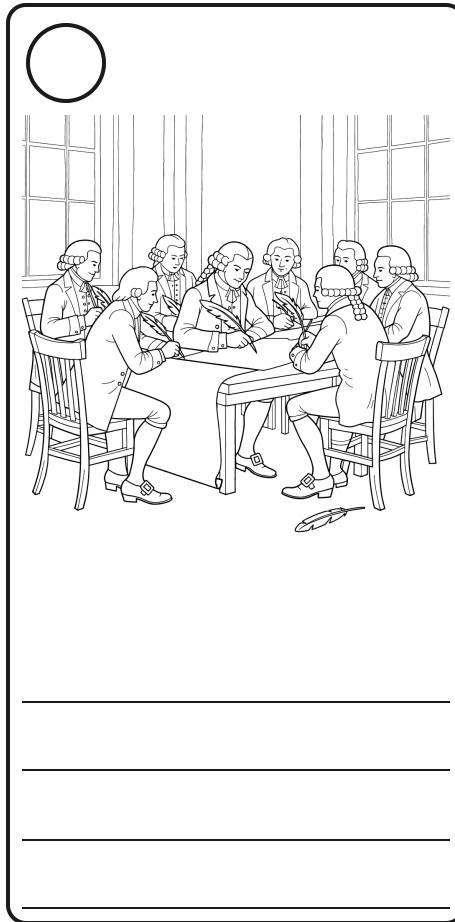
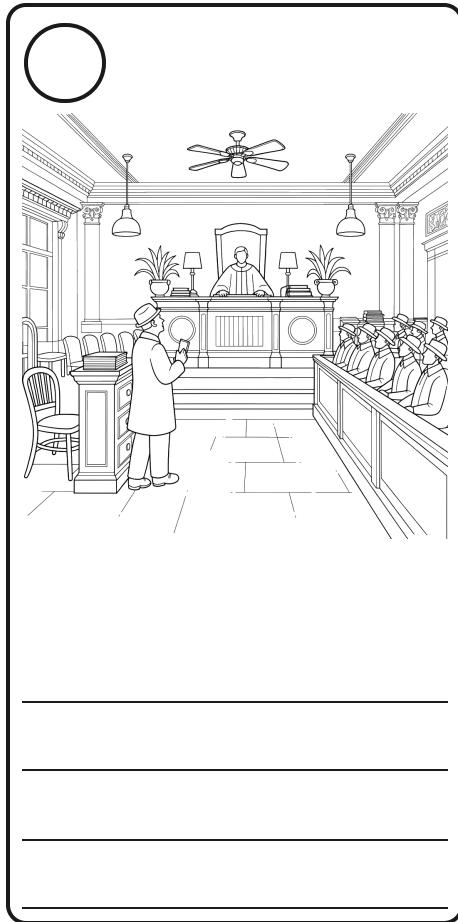
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Coloring with Purpose

Grade 5 • Cluster 3
Our Rights, Our Voices

Name: _____

Date: _____



Sequence the Scene

1. Reread *Our Rights, Our Voices*. These panels are out of order. Write 1, 2, or 3 in each box to show the order.
2. On the lines under each panel, copy a signal word or a few words from the passage that prove the step.
3. Color the panels.

TEKS Connection: 5.7D, 5.7C, 5.7E. **Why It Matters:** Students use words from the source to put the events in logical order and show each step visually.

TEKS 5.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

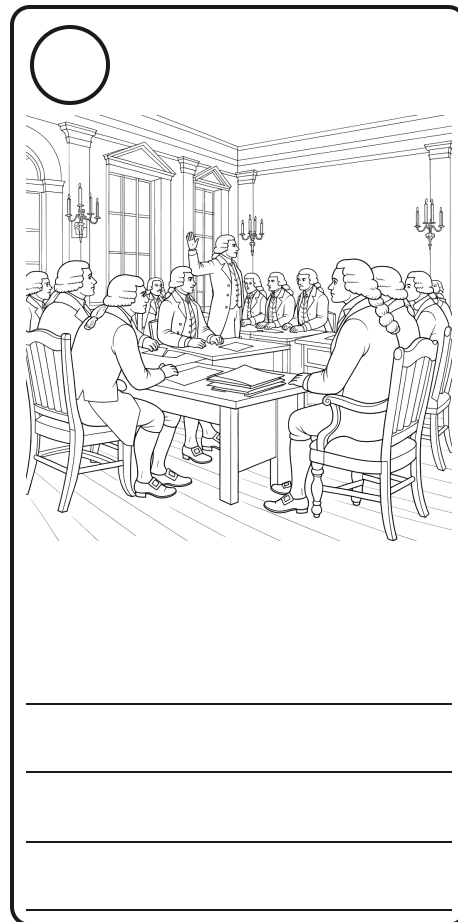
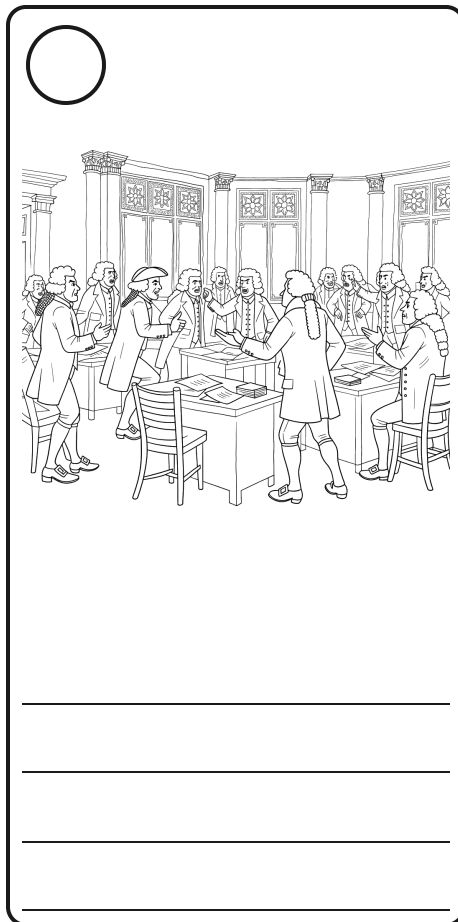
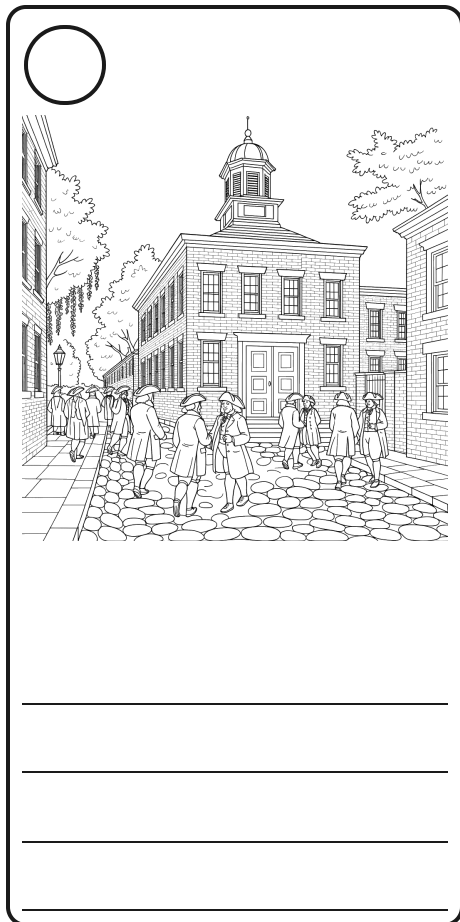
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Coloring with Purpose

Grade 5 • Cluster 5
A Difficult Compromise

Name: _____

Date: _____



Sequence the Scene

1. Reread *A Difficult Compromise*. These panels are out of order. Write 1, 2, or 3 in each box to show the order.
2. On the lines under each panel, copy a signal word or a few words from the passage that prove the step.
3. Color the panels.

TEKS Connection: 5.7D, 5.7C, 5.7E. **Why It Matters:** Students use words from the source to put the events in logical order and show each step visually.

TEKS 5.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

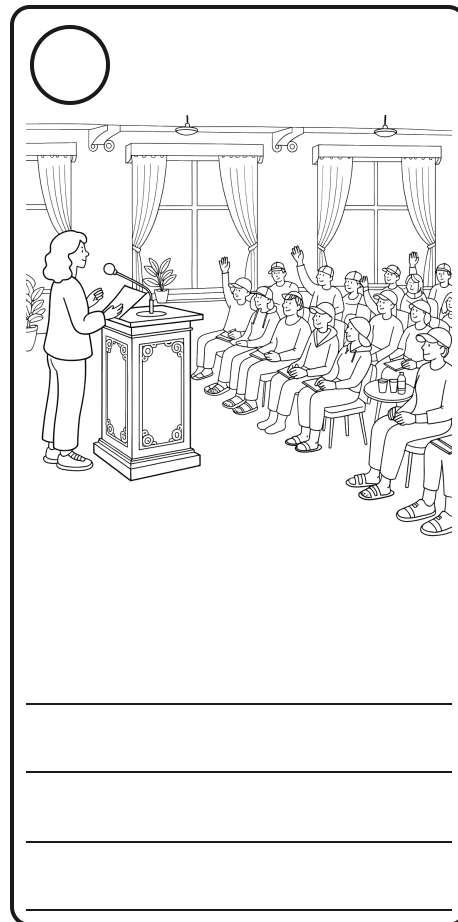
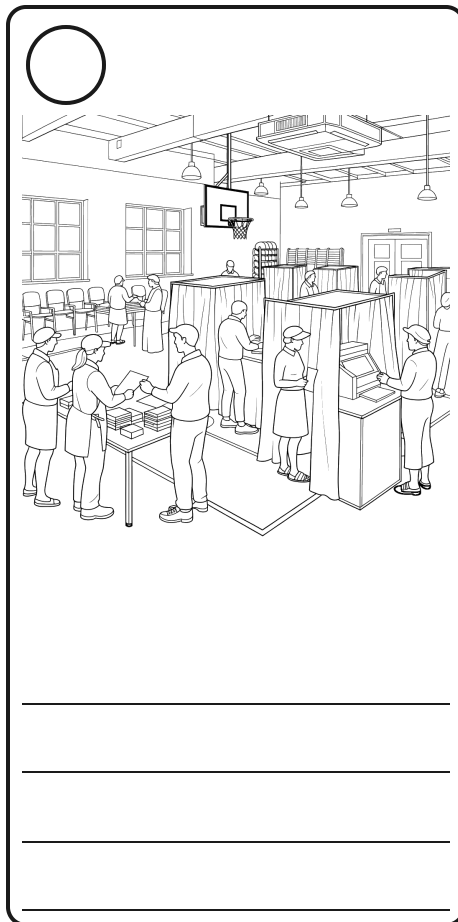
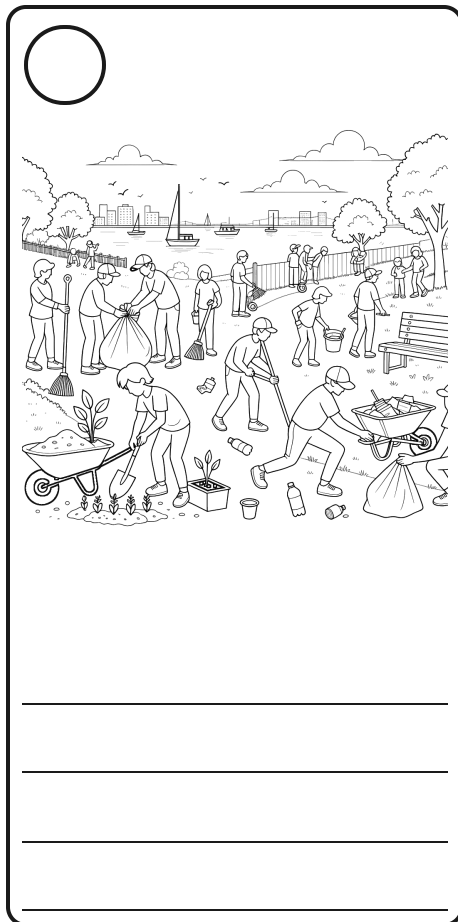
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Coloring with Purpose

Grade 5 • Cluster 6
A Voice in the Community

Name: _____

Date: _____



Sequence the Scene

1. Reread *A Voice in the Community*. These panels are out of order. Write 1, 2, or 3 in each box to show the order.
2. On the lines under each panel, copy a signal word or a few words from the passage that prove the step.
3. Color the panels.

TEKS Connection: 5.7D, 5.7C, 5.7E. **Why It Matters:** Students use words from the source to put the events in logical order and show each step visually.

TEKS 5.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

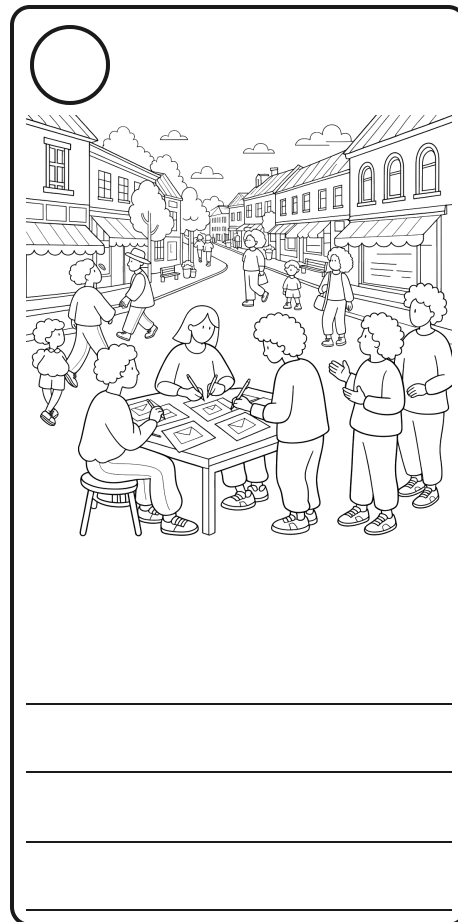
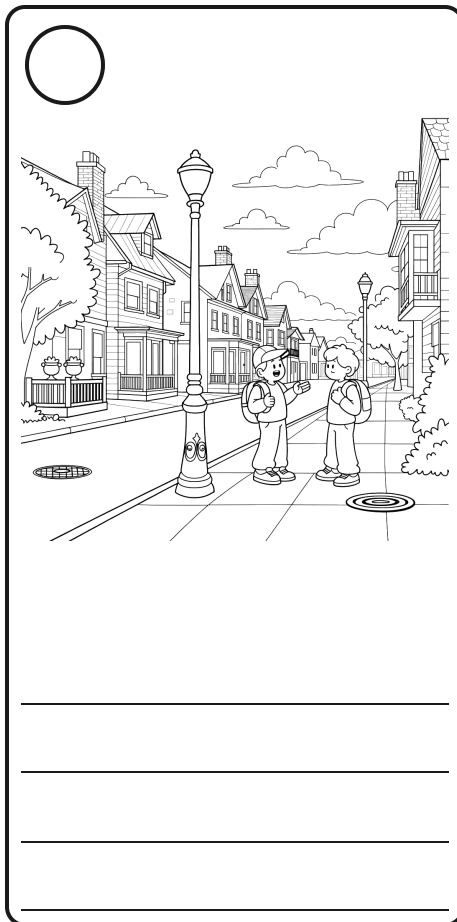
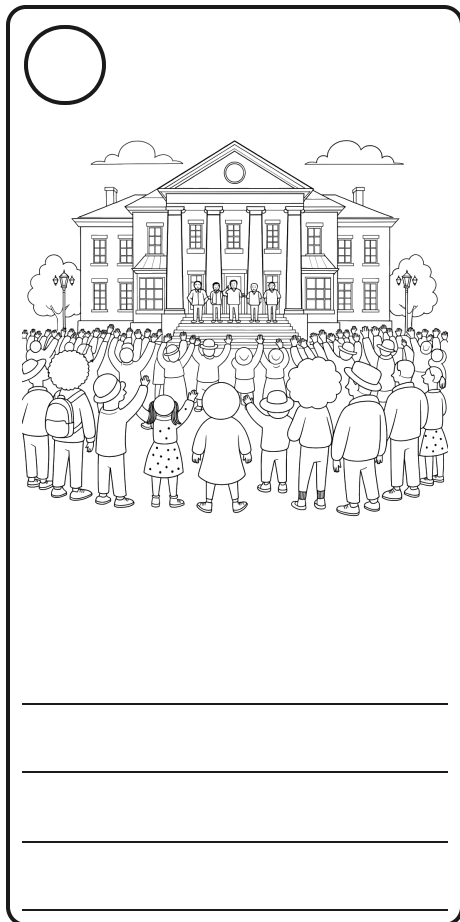
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Coloring with Purpose

Grade 5 • Cluster 7
One Voice Can Start a Wave

Name: _____

Date: _____



Sequence the Scene

1. Reread *One Voice Can Start a Wave*. These panels are out of order. Write 1, 2, or 3 in each box to show the order.
2. On the lines under each panel, copy a signal word or a few words from the passage that prove the step.
3. Color the panels.

TEKS Connection: 5.7D, 5.7C, 5.7E. **Why It Matters:** Students use words from the source to put the events in logical order and show each step visually.

TEKS 5.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

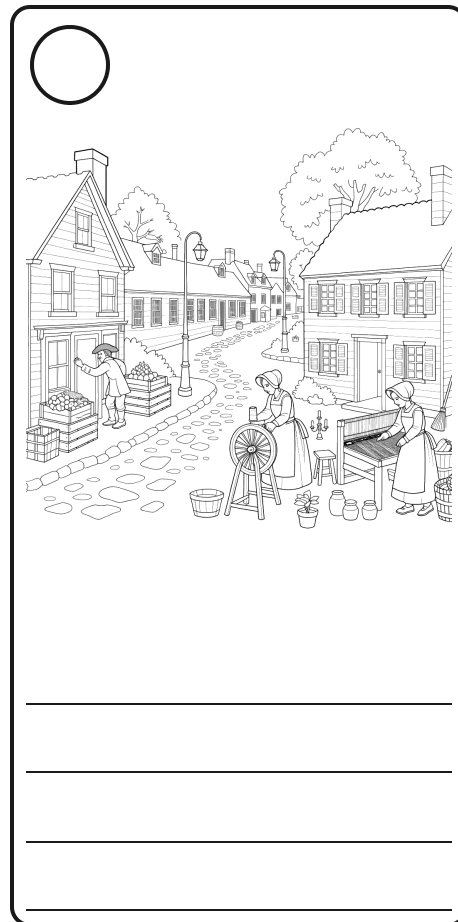
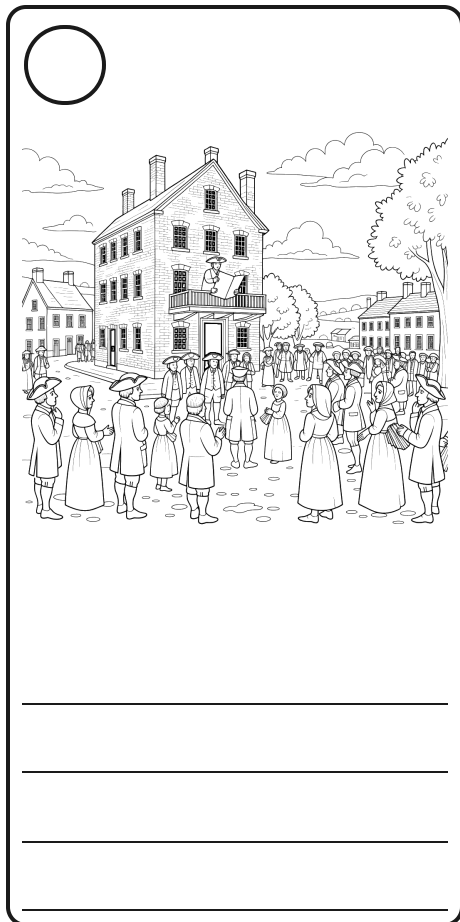
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Coloring with Purpose

Grade 5 • Cluster 8
From Protest to Participation

Name: _____

Date: _____



Sequence the Scene

1. Reread *From Protest to Participation*. These panels are out of order. Write 1, 2, or 3 in each box to show the order.
2. On the lines under each panel, copy a signal word or a few words from the passage that prove the step.
3. Color the panels.

TEKS Connection: 5.7D, 5.7C, 5.7E. **Why It Matters:** Students use words from the source to put the events in logical order and show each step visually.

TEKS 5.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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Name: _____

Date: _____

BEGINNING	MIDDLE	END

Comic Strip Retell

1. Reread *The Great Chocolate Chip Cookie Mystery*. Draw the beginning, the middle, and the end in the three boxes.
2. Under each box, write one sentence in your own words. Keep the events in order.
3. Color your comic strip.

TEKS Connection: 5.7D, 5.7E. **Why It Matters:** Students transform source information into sequential illustrations and captions while maintaining meaning and logical order.

TEKS 5.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 5 • Cluster 1
From Tension to Revolution

Name: _____

Date: _____

BEGINNING	MIDDLE	END

Comic Strip Retell

1. Reread *From Tension to Revolution*. Draw the beginning, the middle, and the end in the three boxes.
2. Under each box, write one sentence in your own words. Keep the events in order.
3. Color your comic strip.

TEKS Connection: 5.7D, 5.7E. **Why It Matters:** Students transform source information into sequential illustrations and captions while maintaining meaning and logical order.

TEKS 5.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 5 • Cluster 2
A Harvest to Remember

Name: _____

Date: _____

BEGINNING	MIDDLE	END

Comic Strip Retell

1. Reread *A Harvest to Remember*. Draw the beginning, the middle, and the end in the three boxes.
2. Under each box, write one sentence in your own words. Keep the events in order.
3. Color your comic strip.

TEKS Connection: 5.7D, 5.7E. **Why It Matters:** Students transform source information into sequential illustrations and captions while maintaining meaning and logical order.

TEKS 5.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 5 • Cluster 3
Our Rights, Our Voices

Name: _____

Date: _____

BEGINNING	MIDDLE	END

Comic Strip Retell

1. Reread *Our Rights, Our Voices*. Draw the beginning, the middle, and the end in the three boxes.
2. Under each box, write one sentence in your own words. Keep the events in order.
3. Color your comic strip.

TEKS Connection: 5.7D, 5.7E. **Why It Matters:** Students transform source information into sequential illustrations and captions while maintaining meaning and logical order.

TEKS 5.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 5 • Cluster 4
The Garden That Wouldn't Grow

Name: _____

Date: _____

BEGINNING	MIDDLE	END

Comic Strip Retell

1. Reread *The Garden That Wouldn't Grow*. Draw the beginning, the middle, and the end in the three boxes.
2. Under each box, write one sentence in your own words. Keep the events in order.
3. Color your comic strip.

TEKS Connection: 5.7D, 5.7E. **Why It Matters:** Students transform source information into sequential illustrations and captions while maintaining meaning and logical order.

TEKS 5.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 5 • Cluster 5
A Difficult Compromise

Name: _____

Date: _____

BEGINNING	MIDDLE	END

Comic Strip Retell

1. Reread *A Difficult Compromise*. Draw the beginning, the middle, and the end in the three boxes.
2. Under each box, write one sentence in your own words. Keep the events in order.
3. Color your comic strip.

TEKS Connection: 5.7D, 5.7E. **Why It Matters:** Students transform source information into sequential illustrations and captions while maintaining meaning and logical order.

TEKS 5.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 5 • Cluster 6
A Voice in the Community

Name: _____

Date: _____

BEGINNING	MIDDLE	END

Comic Strip Retell

1. Reread *A Voice in the Community*. Draw the beginning, the middle, and the end in the three boxes.
2. Under each box, write one sentence in your own words. Keep the events in order.
3. Color your comic strip.

TEKS Connection: 5.7D, 5.7E. **Why It Matters:** Students transform source information into sequential illustrations and captions while maintaining meaning and logical order.

TEKS 5.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 5 • Cluster 7
One Voice Can Start a Wave

Name: _____

Date: _____

BEGINNING	MIDDLE	END

Comic Strip Retell

1. Reread *One Voice Can Start a Wave*. Draw the beginning, the middle, and the end in the three boxes.
2. Under each box, write one sentence in your own words. Keep the events in order.
3. Color your comic strip.

TEKS Connection: 5.7D, 5.7E. **Why It Matters:** Students transform source information into sequential illustrations and captions while maintaining meaning and logical order.

TEKS 5.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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Grade 5 • Cluster 8
From Protest to Participation

Name: _____

Date: _____

BEGINNING	MIDDLE	END

Comic Strip Retell

1. Reread *From Protest to Participation*. Draw the beginning, the middle, and the end in the three boxes.
2. Under each box, write one sentence in your own words. Keep the events in order.
3. Color your comic strip.

TEKS Connection: 5.7D, 5.7E. **Why It Matters:** Students transform source information into sequential illustrations and captions while maintaining meaning and logical order.

TEKS 5.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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TEKS SECTION

TEKS 5.7(E)

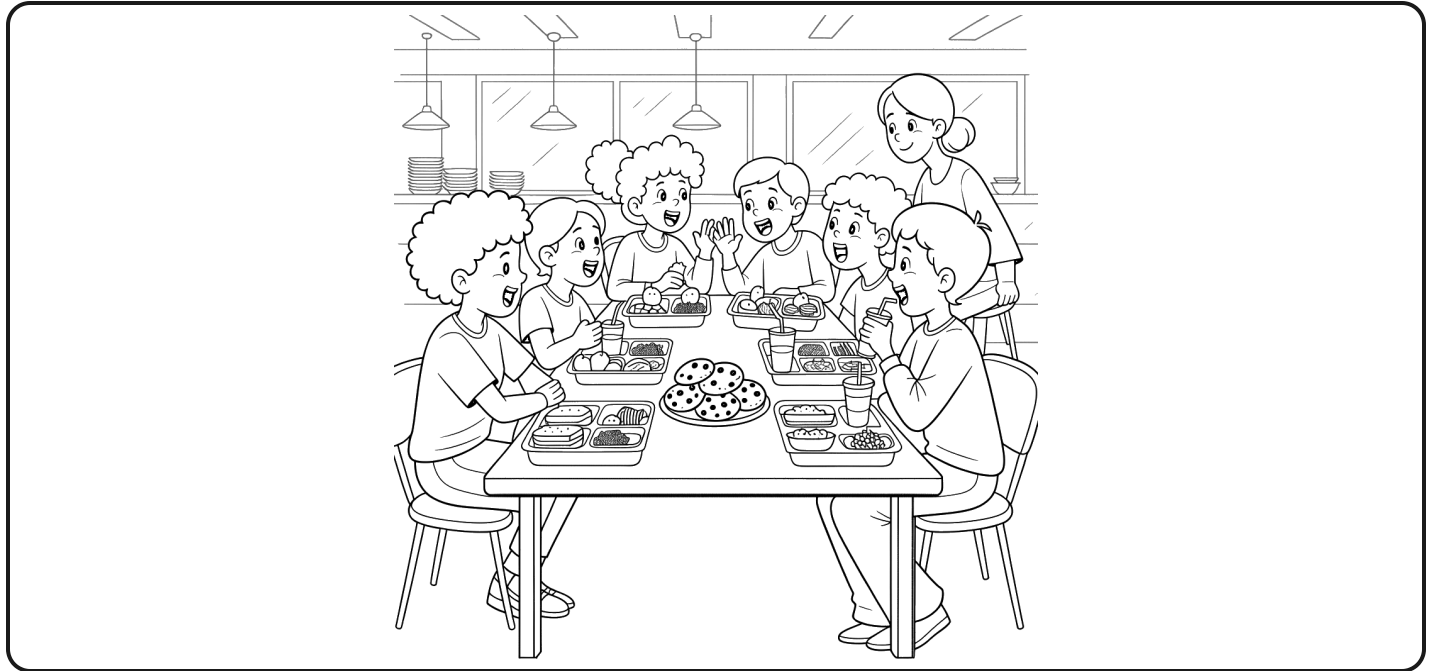
Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

Activity	Passage (Cluster)	Page
Illustrator Alert!	The Great Chocolate Chip Cookie Mystery (Prepare)	131
Illustrator Alert!	From Tension to Revolution (Cluster 1)	132
Illustrator Alert!	A Harvest to Remember (Cluster 2)	133
Illustrator Alert!	Our Rights, Our Voices (Cluster 3)	134
Illustrator Alert!	The Garden That Wouldn't Grow (Cluster 4)	135
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Illustrator Alert!	A Voice in the Community (Cluster 6)	137
Illustrator Alert!	One Voice Can Start a Wave (Cluster 7)	138
Illustrator Alert!	From Protest to Participation (Cluster 8)	139
Build the Scene	The Great Chocolate Chip Cookie Mystery (Prepare)	140
Build the Scene	From Tension to Revolution (Cluster 1)	141
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Name: _____

Date: _____



Detail in the picture	In the passage?	Proof words from <i>The Great Chocolate Chip Cookie Mystery</i>
The teacher pulling up a chair	Yes No	
The plate of cookies	Yes No	
The students at the table	Yes No	

Illustrator Alert!

1. The illustrator made this picture for *The Great Chocolate Chip Cookie Mystery*, but one detail is not supported by the text. Check each detail in the chart. Circle Yes or No and write proof words.
2. Fix it: cross out the unsupported detail and draw what the passage really describes in its place. Then color the corrected picture.

TEKS Connection: 5.7C, 5.7E, 5.7G. **Why It Matters:** Students compare an illustration against the source, identify unsupported details, and cite information from the text to correct them.

TEKS 5.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

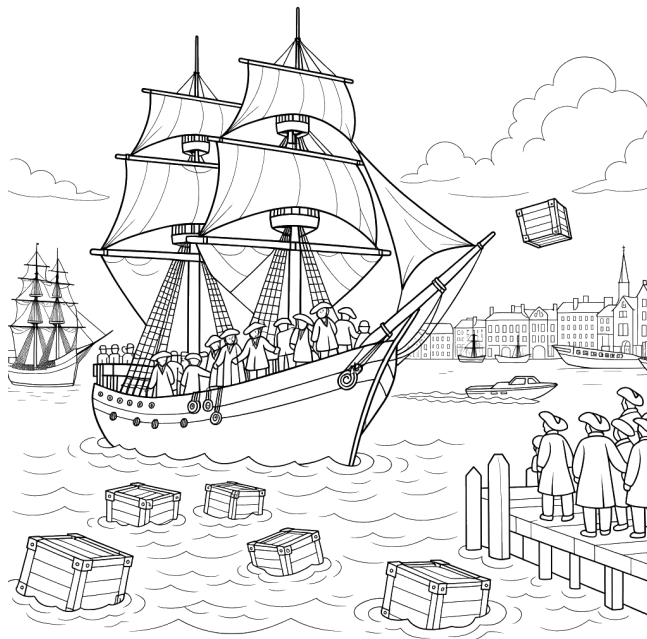
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Coloring with Purpose

Grade 5 • Cluster 1
From Tension to Revolution

Name: _____

Date: _____



Detail in the picture	In the passage?	Proof words from <i>From Tension to Revolution</i>
The motorboat	Yes No	
The tea crates	Yes No	
The colonists working together	Yes No	

Illustrator Alert!

1. The illustrator made this picture for *From Tension to Revolution*, but one detail is not supported by the text. Check each detail in the chart. Circle Yes or No and write proof words.
2. Fix it: cross out the unsupported detail and draw what the passage really describes in its place. Then color the corrected picture.

TEKS Connection: 5.7C, 5.7E, 5.7G. **Why It Matters:** Students compare an illustration against the source, identify unsupported details, and cite information from the text to correct them.

TEKS 5.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Coloring with Purpose

Grade 5 • Cluster 2
A Harvest to Remember

Name: _____

Date: _____



Detail in the picture	In the passage?	Proof words from A Harvest to Remember
The corn	Yes No	
The birthday cake	Yes No	
The people playing games	Yes No	

Illustrator Alert!

1. The illustrator made this picture for *A Harvest to Remember*, but one detail is not supported by the text. Check each detail in the chart. Circle Yes or No and write proof words.
2. Fix it: cross out the unsupported detail and draw what the passage really describes in its place. Then color the corrected picture.

TEKS Connection: 5.7C, 5.7E, 5.7G. **Why It Matters:** Students compare an illustration against the source, identify unsupported details, and cite information from the text to correct them.

TEKS 5.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Coloring with Purpose

Grade 5 • Cluster 3
Our Rights, Our Voices

Name: _____

Date: _____



Detail in the picture	In the passage?	Proof words from <i>Our Rights, Our Voices</i>
The knight	Yes No	
The speaker	Yes No	
The people gathered	Yes No	

Illustrator Alert!

1. The illustrator made this picture for *Our Rights, Our Voices*, but one detail is not supported by the text. Check each detail in the chart. Circle Yes or No and write proof words.
2. Fix it: cross out the unsupported detail and draw what the passage really describes in its place. Then color the corrected picture.

TEKS Connection: 5.7C, 5.7E, 5.7G. **Why It Matters:** Students compare an illustration against the source, identify unsupported details, and cite information from the text to correct them.

TEKS 5.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

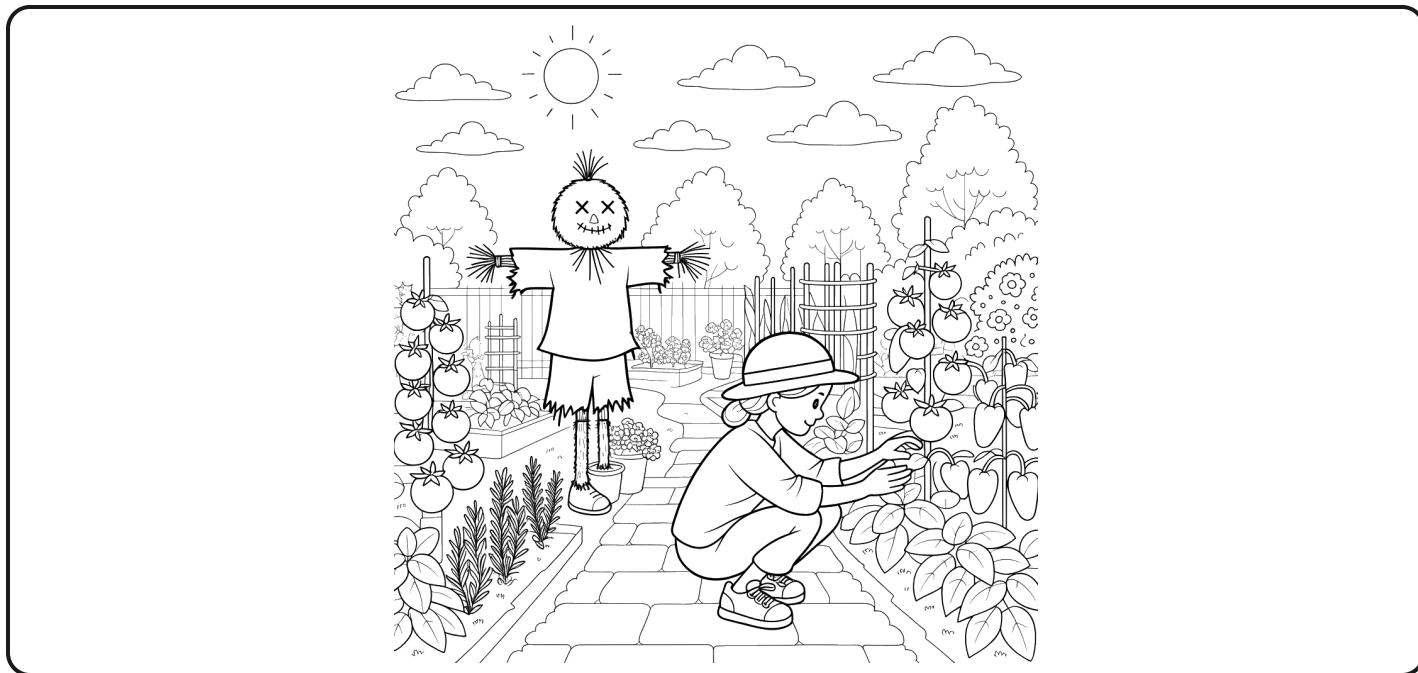
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Coloring with Purpose

Grade 5 • Cluster 4
The Garden That Wouldn't Grow

Name: _____

Date: _____



Detail in the picture	In the passage?	Proof words from <i>The Garden That Wouldn't Grow</i>
The healthy plants	Yes No	
The scarecrow	Yes No	
The sunlight	Yes No	

Illustrator Alert!

1. The illustrator made this picture for *The Garden That Wouldn't Grow*, but one detail is not supported by the text. Check each detail in the chart. Circle Yes or No and write proof words.
2. Fix it: cross out the unsupported detail and draw what the passage really describes in its place. Then color the corrected picture.

TEKS Connection: 5.7C, 5.7E, 5.7G. **Why It Matters:** Students compare an illustration against the source, identify unsupported details, and cite information from the text to correct them.

TEKS 5.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

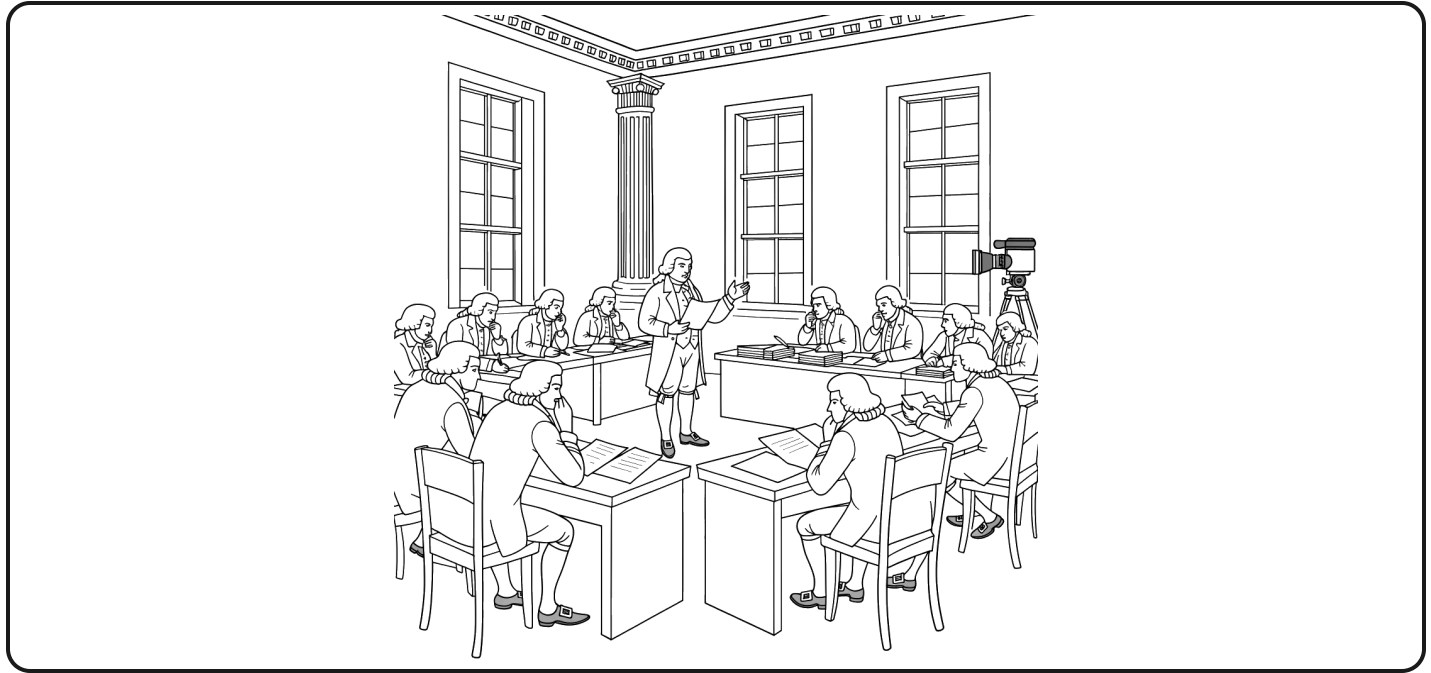
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Grade 5 • Cluster 5
A Difficult Compromise

Name: _____

Date: _____



Detail in the picture	In the passage?	Proof words from A Difficult Compromise
The television camera	Yes No	
The delegates meeting	Yes No	
The person suggesting a compromise	Yes No	

Illustrator Alert!

1. The illustrator made this picture for *A Difficult Compromise*, but one detail is not supported by the text. Check each detail in the chart. Circle Yes or No and write proof words.
2. Fix it: cross out the unsupported detail and draw what the passage really describes in its place. Then color the corrected picture.

TEKS Connection: 5.7C, 5.7E, 5.7G. **Why It Matters:** Students compare an illustration against the source, identify unsupported details, and cite information from the text to correct them.

TEKS 5.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

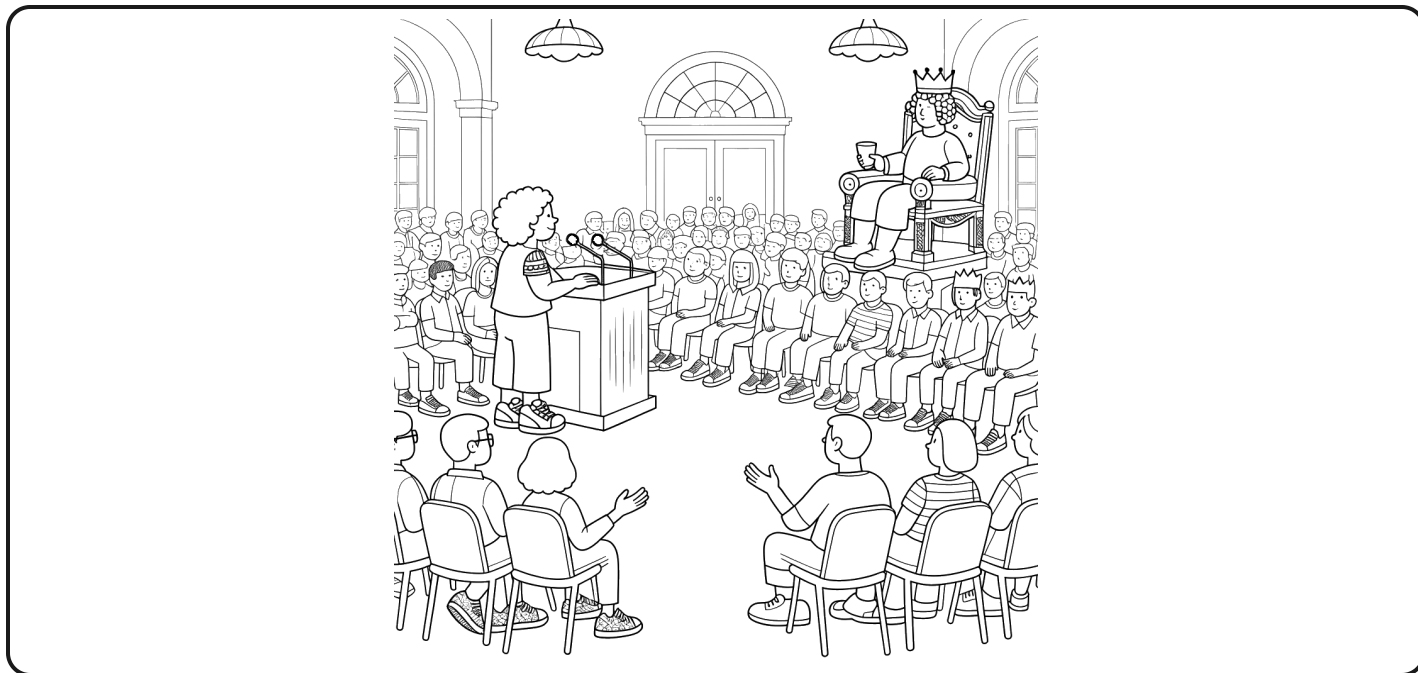
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Coloring with Purpose

Grade 5 • Cluster 6
A Voice in the Community

Name: _____

Date: _____



Detail in the picture	In the passage?	Proof words from A Voice in the Community
The people at the meeting	Yes No	
The king on the throne	Yes No	
The person speaking up	Yes No	

Illustrator Alert!

1. The illustrator made this picture for *A Voice in the Community*, but one detail is not supported by the text. Check each detail in the chart. Circle Yes or No and write proof words.
2. Fix it: cross out the unsupported detail and draw what the passage really describes in its place. Then color the corrected picture.

TEKS Connection: 5.7C, 5.7E, 5.7G. **Why It Matters:** Students compare an illustration against the source, identify unsupported details, and cite information from the text to correct them.

TEKS 5.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Coloring with Purpose

Grade 5 • Cluster 7
One Voice Can Start a Wave

Name: _____

Date: _____



Detail in the picture	In the passage?	Proof words from <i>One Voice Can Start a Wave</i>
The surfer on the ocean wave	Yes No	
The people gathering	Yes No	
The person speaking	Yes No	

Illustrator Alert!

1. The illustrator made this picture for *One Voice Can Start a Wave*, but one detail is not supported by the text. Check each detail in the chart. Circle Yes or No and write proof words.
2. Fix it: cross out the unsupported detail and draw what the passage really describes in its place. Then color the corrected picture.

TEKS Connection: 5.7C, 5.7E, 5.7G. **Why It Matters:** Students compare an illustration against the source, identify unsupported details, and cite information from the text to correct them.

TEKS 5.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Coloring with Purpose

Grade 5 • Cluster 8
From Protest to Participation

Name: _____

Date: _____



Detail in the picture	In the passage?	Proof words from <i>From Protest to Participation</i>
The merchant	Yes No	
The airplane	Yes No	
The family making goods at home	Yes No	

Illustrator Alert!

1. The illustrator made this picture for *From Protest to Participation*, but one detail is not supported by the text. Check each detail in the chart. Circle Yes or No and write proof words.
2. Fix it: cross out the unsupported detail and draw what the passage really describes in its place. Then color the corrected picture.

TEKS Connection: 5.7C, 5.7E, 5.7G. **Why It Matters:** Students compare an illustration against the source, identify unsupported details, and cite information from the text to correct them.

TEKS 5.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Name: _____

Date: _____

Scene checklist

☐ the students talking and leaning in

Draw and label each detail. Check it off when it is in your scene.

Build your scene here.

Build the Scene

1. Reread *The Great Chocolate Chip Cookie Mystery*. Draw a scene that shows every detail on the checklist. Label each one.
2. Write a caption that retells what the scene shows, using a sentence from the passage as proof.

3. Color your scene.

TEKS Connection: 5.7C, 5.7E, 5.7D. **Why It Matters:** Students use passage evidence to construct the scene, so every detail they draw is tied to the text.

TEKS 5.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Name: _____

Date: _____

Scene checklist

- ☐ the colonists throwing tea
- ☐ the crates of tea
- ☐ the harbor water

Draw and label each detail. Check it off when it is in your scene.

Build your scene here.

Build the Scene

1. Reread *From Tension to Revolution*. Draw a scene that shows every detail on the checklist. Label each one.
2. Write a caption that retells what the scene shows, using a sentence from the passage as proof.

3. Color your scene.

TEKS Connection: 5.7C, 5.7E, 5.7D. **Why It Matters:** Students use passage evidence to construct the scene, so every detail they draw is tied to the text.

TEKS 5.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Name: _____

Date: _____

Scene checklist

- ☐ the deer meat
- ☐ the fish
- ☐ the corn

Draw and label each detail. Check it off when it is in your scene.

Build your scene here.

Build the Scene

1. Reread *A Harvest to Remember*. Draw a scene that shows every detail on the checklist. Label each one.
2. Write a caption that retells what the scene shows, using a sentence from the passage as proof.

3. Color your scene.

TEKS Connection: 5.7C, 5.7E, 5.7D. **Why It Matters:** Students use passage evidence to construct the scene, so every detail they draw is tied to the text.

TEKS 5.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Name: _____

Date: _____

Scene checklist

- ☐ the person speaking
- ☐ the church
- ☐ the person writing
- ☐ the people gathered

Draw and label each detail. Check it off when it is in your scene.

Build your scene here.

Build the Scene

1. Reread *Our Rights, Our Voices*. Draw a scene that shows every detail on the checklist. Label each one.
2. Write a caption that retells what the scene shows, using a sentence from the passage as proof.

3. Color your scene.

TEKS Connection: 5.7C, 5.7E, 5.7D. **Why It Matters:** Students use passage evidence to construct the scene, so every detail they draw is tied to the text.

TEKS 5.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Name: _____

Date: _____

Scene checklist

- ☐ the drooping stems
- ☐ the pale and yellow leaves
- ☐ the muddy soil

Draw and label each detail. Check it off when it is in your scene.

Build your scene here.

Build the Scene

1. Reread *The Garden That Wouldn't Grow*. Draw a scene that shows every detail on the checklist. Label each one.
2. Write a caption that retells what the scene shows, using a sentence from the passage as proof.

3. Color your scene.

TEKS Connection: 5.7C, 5.7E, 5.7D. **Why It Matters:** Students use passage evidence to construct the scene, so every detail they draw is tied to the text.

TEKS 5.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Name: _____

Date: _____

Scene checklist

- ☐ the delegates standing and pointing
- ☐ the raised hands

Draw and label each detail. Check it off when it is in your scene.

Build your scene here.

Build the Scene

1. Reread *A Difficult Compromise*. Draw a scene that shows every detail on the checklist. Label each one.
2. Write a caption that retells what the scene shows, using a sentence from the passage as proof.

3. Color your scene.

TEKS Connection: 5.7C, 5.7E, 5.7D. **Why It Matters:** Students use passage evidence to construct the scene, so every detail they draw is tied to the text.

TEKS 5.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Name: _____

Date: _____

Scene checklist

- ☐ the person speaking at the podium
- ☐ the people raising their hands
- ☐ the people attending the meeting

Draw and label each detail. Check it off when it is in your scene.

Build your scene here.

Build the Scene

1. Reread *A Voice in the Community*. Draw a scene that shows every detail on the checklist. Label each one.
2. Write a caption that retells what the scene shows, using a sentence from the passage as proof.

3. Color your scene.

TEKS Connection: 5.7C, 5.7E, 5.7D. **Why It Matters:** Students use passage evidence to construct the scene, so every detail they draw is tied to the text.

TEKS 5.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Name: _____

Date: _____

Scene checklist

- ☐ the people gathering
- ☐ the people writing
- ☐ the people speaking

Draw and label each detail. Check it off when it is in your scene.

Build your scene here.

Build the Scene

1. Reread *One Voice Can Start a Wave*. Draw a scene that shows every detail on the checklist. Label each one.
2. Write a caption that retells what the scene shows, using a sentence from the passage as proof.

3. Color your scene.

TEKS Connection: 5.7C, 5.7E, 5.7D. **Why It Matters:** Students use passage evidence to construct the scene, so every detail they draw is tied to the text.

TEKS 5.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Name: _____

Date: _____

Scene checklist

- ☐ the merchant refusing British goods
- ☐ the family making goods at home

Draw and label each detail. Check it off when it is in your scene.

Build your scene here.

Build the Protest Scene

1. Reread *From Protest to Participation*. Draw a scene that shows every detail on the checklist. Label each one.
2. Write a caption that retells what the scene shows, using a sentence from the passage as proof.

3. Color your scene.

TEKS Connection: 5.7C, 5.7E, 5.7D. **Why It Matters:** Students use passage evidence to construct the scene, so every detail they draw is tied to the text.

TEKS 5.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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TEKS SECTION

TEKS 5.7(F)

Respond using newly acquired vocabulary as appropriate.

Activity	Passage (Cluster)	Page
Vocabulary Doodle Detective	The Great Chocolate Chip Cookie Mystery (Prepare)	150
Vocabulary Doodle Detective	From Tension to Revolution (Cluster 1)	151
Vocabulary Doodle Detective	A Harvest to Remember (Cluster 2)	152
Vocabulary Doodle Detective	Our Rights, Our Voices (Cluster 3)	153
Vocabulary Doodle Detective	The Garden That Wouldn't Grow (Cluster 4)	154
Vocabulary Doodle Detective	A Difficult Compromise (Cluster 5)	155
Vocabulary Doodle Detective	A Voice in the Community (Cluster 6)	156
Vocabulary Doodle Detective	One Voice Can Start a Wave (Cluster 7)	157
Vocabulary Doodle Detective	From Protest to Participation (Cluster 8)	158

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Name: _____

Date: _____

theories

investigation

source

recalled

Vocabulary Doodle Detective

1. Find each word in *The Great Chocolate Chip Cookie Mystery*. Use clues in the passage to figure out what it means.
2. Doodle a picture of the meaning in the box. On the lines, write a sentence that uses the word to explain your doodle.
3. Color your doodles.

TEKS Connection: 5.7F, 5.7E, 5.3B. **Why It Matters:** Students illustrate vocabulary from the source and use the new words to explain their drawings.

TEKS 5.7(F): Respond using newly acquired vocabulary as appropriate.

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Coloring with Purpose

Grade 5 • Cluster 1
From Tension to Revolution

Name: _____

Date: _____

Parliament



representation



debt



resistance



Vocabulary Doodle Detective

1. Find each word in *From Tension to Revolution*. Use clues in the passage to figure out what it means.
2. Doodle a picture of the meaning in the box. On the lines, write a sentence that uses the word to explain your doodle.
3. Color your doodles.

TEKS Connection: 5.7F, 5.7E, 5.3B. **Why It Matters:** Students illustrate vocabulary from the source and use the new words to explain their drawings.

TEKS 5.7(F): Respond using newly acquired vocabulary as appropriate.

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Coloring with Purpose

Grade 5 • Cluster 2
A Harvest to Remember

Name: _____

Date: _____

harvest



productive



geography



celebration



Vocabulary Doodle Detective

1. Find each word in *A Harvest to Remember*. Use clues in the passage to figure out what it means.
2. Doodle a picture of the meaning in the box. On the lines, write a sentence that uses the word to explain your doodle.
3. Color your doodles.

TEKS Connection: 5.7F, 5.7E, 5.3B. **Why It Matters:** Students illustrate vocabulary from the source and use the new words to explain their drawings.

TEKS 5.7(F): Respond using newly acquired vocabulary as appropriate.

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Coloring with Purpose

Grade 5 • Cluster 3
Our Rights, Our Voices

Name: _____

Date: _____

rights



religion



jury



protective



Vocabulary Doodle Detective

1. Find each word in *Our Rights, Our Voices*. Use clues in the passage to figure out what it means.
2. Doodle a picture of the meaning in the box. On the lines, write a sentence that uses the word to explain your doodle.
3. Color your doodles.

TEKS Connection: 5.7F, 5.7E, 5.3B. **Why It Matters:** Students illustrate vocabulary from the source and use the new words to explain their drawings.

TEKS 5.7(F): Respond using newly acquired vocabulary as appropriate.

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Coloring with Purpose

Grade 5 • Cluster 4
The Garden That Wouldn't Grow

Name: _____

Date: _____

droop



frustrated



function



adjusted



Vocabulary Doodle Detective

1. Find each word in *The Garden That Wouldn't Grow*. Use clues in the passage to figure out what it means.
2. Doodle a picture of the meaning in the box. On the lines, write a sentence that uses the word to explain your doodle.
3. Color your doodles.

TEKS Connection: 5.7F, 5.7E, 5.3B. **Why It Matters:** Students illustrate vocabulary from the source and use the new words to explain their drawings.

TEKS 5.7(F): Respond using newly acquired vocabulary as appropriate.

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Coloring with Purpose

Grade 5 • Cluster 5
A Difficult Compromise

Name: _____

Date: _____

delegates



convention



representation



compromise



Vocabulary Doodle Detective

1. Find each word in *A Difficult Compromise*. Use clues in the passage to figure out what it means.
2. Doodle a picture of the meaning in the box. On the lines, write a sentence that uses the word to explain your doodle.
3. Color your doodles.

TEKS Connection: 5.7F, 5.7E, 5.3B. **Why It Matters:** Students illustrate vocabulary from the source and use the new words to explain their drawings.

TEKS 5.7(F): Respond using newly acquired vocabulary as appropriate.

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Name: _____

Date: _____

civic



election



volunteering



impact



Vocabulary Doodle Detective

1. Find each word in *A Voice in the Community*. Use clues in the passage to figure out what it means.
2. Doodle a picture of the meaning in the box. On the lines, write a sentence that uses the word to explain your doodle.
3. Color your doodles.

TEKS Connection: 5.7F, 5.7E, 5.3B. **Why It Matters:** Students illustrate vocabulary from the source and use the new words to explain their drawings.

TEKS 5.7(F): Respond using newly acquired vocabulary as appropriate.

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Name: _____

Date: _____

conquers



whisper



mighty



seek



Vocabulary Doodle Detective

1. Find each word in *One Voice Can Start a Wave*. Use clues in the passage to figure out what it means.
2. Doodle a picture of the meaning in the box. On the lines, write a sentence that uses the word to explain your doodle.
3. Color your doodles.

TEKS Connection: 5.7F, 5.7E, 5.3B. **Why It Matters:** Students illustrate vocabulary from the source and use the new words to explain their drawings.

TEKS 5.7(F): Respond using newly acquired vocabulary as appropriate.

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Coloring with Purpose

Grade 5 • Cluster 8
From Protest to Participation

Name: _____

Date: _____

boycotts



petitions



democracy



consequences



Vocabulary Doodle Detective

1. Find each word in *From Protest to Participation*. Use clues in the passage to figure out what it means.
2. Doodle a picture of the meaning in the box. On the lines, write a sentence that uses the word to explain your doodle.
3. Color your doodles.

TEKS Connection: 5.7F, 5.7E, 5.3B. **Why It Matters:** Students illustrate vocabulary from the source and use the new words to explain their drawings.

TEKS 5.7(F): Respond using newly acquired vocabulary as appropriate.

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TEKS SECTION

TEKS 5.8(A)

Infer multiple themes within a text using text evidence.

Activity	Passage (Cluster)	Page
Theme Caption	The Great Chocolate Chip Cookie Mystery (Prepare)	160
Theme Caption	Our Rights, Our Voices (Cluster 3)	161
Theme Caption	The Garden That Wouldn't Grow (Cluster 4)	162
Theme Caption	One Voice Can Start a Wave (Cluster 7)	163

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Name: _____

Date: _____



Caption: _____

Theme Caption

1. Color the scene from *The Great Chocolate Chip Cookie Mystery*.
2. Write a one-sentence caption under the picture that tells the **theme** (the lesson or big message, not just the topic).
3. Copy one sentence from the passage that supports your caption.

TEKS Connection: 5.8A, 5.7C, 5.7E. **Why It Matters:** Students state the big idea in one sentence and support it with evidence from the source.

TEKS 5.8(A): Infer multiple themes within a text using text evidence.

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Name: _____

Date: _____



Caption: _____

Theme Caption

1. Color the scene from *Our Rights, Our Voices*.
2. Write a one-sentence caption under the picture that tells the **theme** (the lesson or big message, not just the topic).
3. Copy one sentence from the passage that supports your caption.

TEKS Connection: 5.8A, 5.7C, 5.7E. **Why It Matters:** Students state the big idea in one sentence and support it with evidence from the source.

TEKS 5.8(A): Infer multiple themes within a text using text evidence.

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Name: _____

Date: _____



Caption: _____

Theme Caption

1. Color the scene from *The Garden That Wouldn't Grow*.
2. Write a one-sentence caption under the picture that tells the **theme** (the lesson or big message, not just the topic).
3. Copy one sentence from the passage that supports your caption.

TEKS Connection: 5.8A, 5.7C, 5.7E. **Why It Matters:** Students state the big idea in one sentence and support it with evidence from the source.

TEKS 5.8(A): Infer multiple themes within a text using text evidence.

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Coloring with Purpose

Grade 5 • Cluster 7
One Voice Can Start a Wave

Name: _____

Date: _____



Caption: _____

Theme Caption

1. Color the scene from *One Voice Can Start a Wave*.
2. Write a one-sentence caption under the picture that tells the **theme** (the lesson or big message, not just the topic).
3. Copy one sentence from the passage that supports your caption.

TEKS Connection: 5.8A, 5.7C, 5.7E. **Why It Matters:** Students state the big idea in one sentence and support it with evidence from the source.

TEKS 5.8(A): Infer multiple themes within a text using text evidence.

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TEKS SECTION

TEKS 5.8(B)

Analyze the relationships of and conflicts among the characters.

Activity	Passage (Cluster)	Page
Feelings Faces	The Great Chocolate Chip Cookie Mystery (Prepare)	165
Feelings Faces	The Garden That Wouldn't Grow (Cluster 4)	166

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Coloring with Purpose

Grade 5 · Prepare
The Great Chocolate Chip Cookie Mystery

Name: _____

Date: _____



Feeling word:

Feelings Faces

1. Reread *The Great Chocolate Chip Cookie Mystery*. Think about how Jordan feels.
2. Draw the face to show the feeling. Write the feeling word in the box.
3. Copy the words from the passage that show the feeling. Tell how another character responds to this feeling.

4. Color the picture.

TEKS Connection: 5.8B, 5.6F, 5.7C, 5.7E. **Why It Matters:** Students infer a feeling and support the inference with words from the text.

TEKS 5.8(B): Analyze the relationships of and conflicts among the characters.

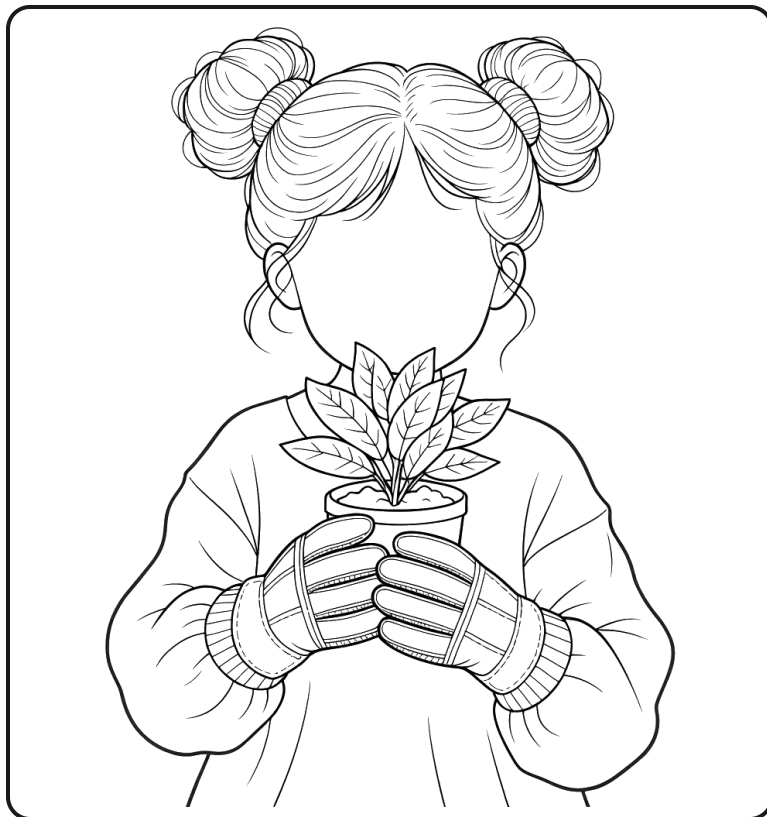
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Coloring with Purpose

Grade 5 • Cluster 4
The Garden That Wouldn't Grow

Name: _____

Date: _____



Feeling word:

Feelings Faces

1. Reread *The Garden That Wouldn't Grow*. Think about how Kendrix feels.
2. Draw the face to show the feeling. Write the feeling word in the box.
3. Copy the words from the passage that show the feeling. Tell how another character responds to this feeling.

4. Color the picture.

TEKS Connection: 5.8B, 5.6F, 5.7C, 5.7E. **Why It Matters:** Students infer a feeling and support the inference with words from the text.

TEKS 5.8(B): Analyze the relationships of and conflicts among the characters.

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TEKS SECTION

TEKS 5.8(C)

Analyze plot elements, including rising action, climax, falling action, and resolution.

Activity	Passage (Cluster)	Page
Sequence the Scene	The Great Chocolate Chip Cookie Mystery (Prepare)	168
Sequence the Scene	The Garden That Wouldn't Grow (Cluster 4)	169

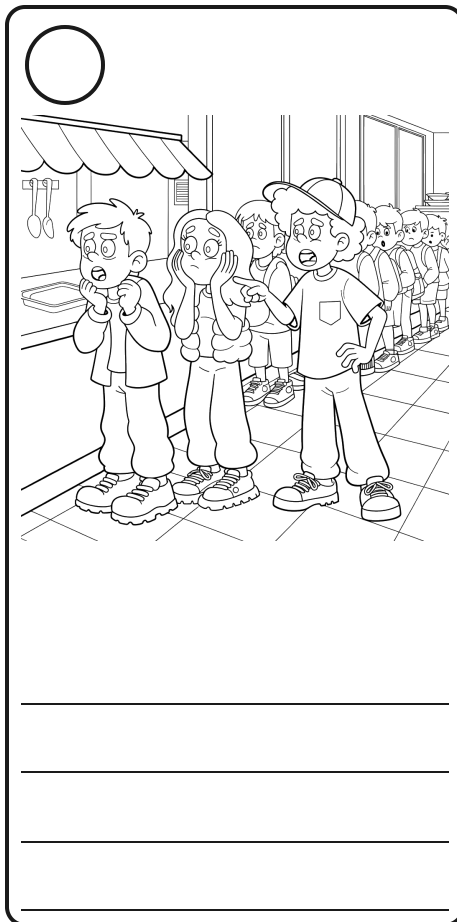
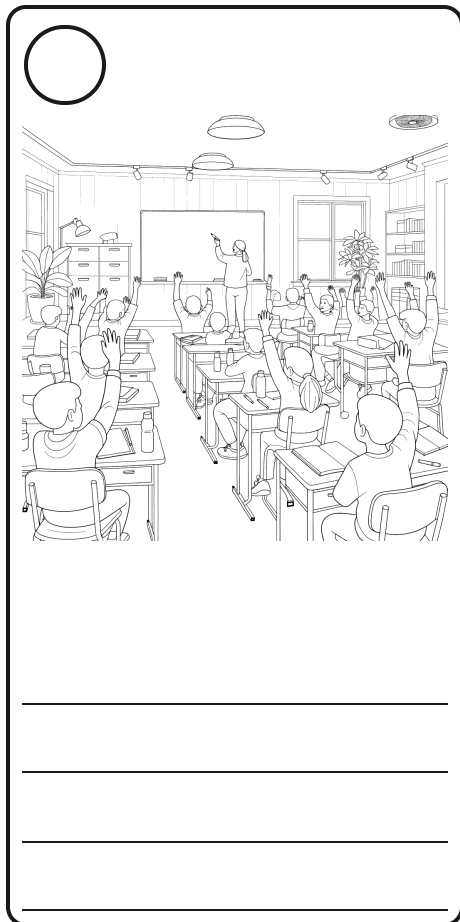
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Coloring with Purpose

Grade 5 · Prepare
The Great Chocolate Chip Cookie Mystery

Name: _____

Date: _____



Sequence the Scene

1. Reread *The Great Chocolate Chip Cookie Mystery*. These panels are out of order. Write 1, 2, or 3 in each box to show the order.
2. On the lines under each panel, copy a signal word or a few words from the passage that prove the step.
3. Color the panels.

TEKS Connection: 5.8C, 5.7C, 5.7E. **Why It Matters:** Students use words from the source to put the events in logical order and show each step visually.

TEKS 5.8(C): Analyze plot elements, including rising action, climax, falling action, and resolution.

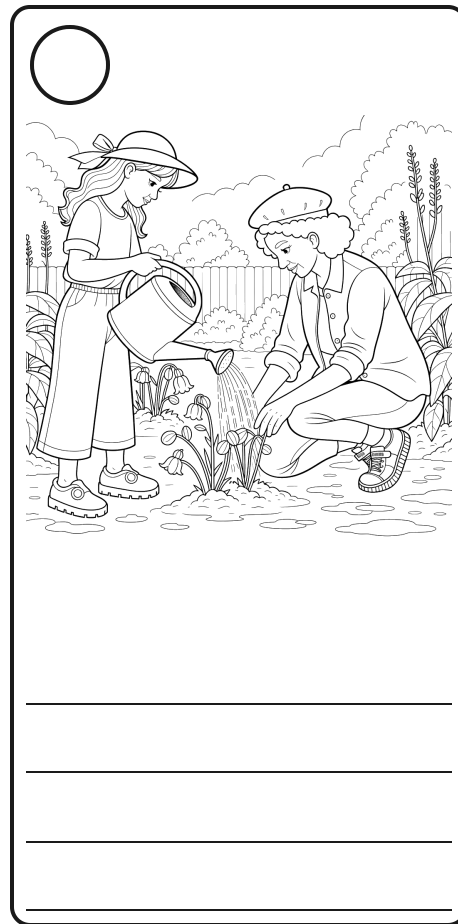
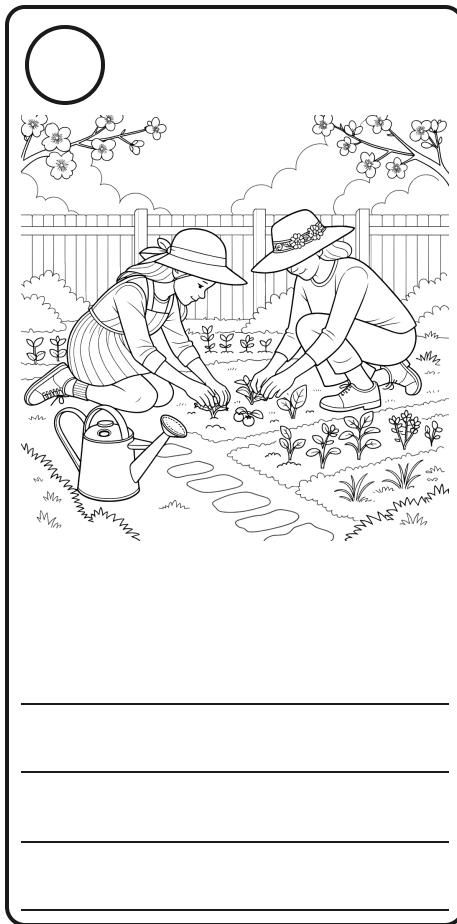
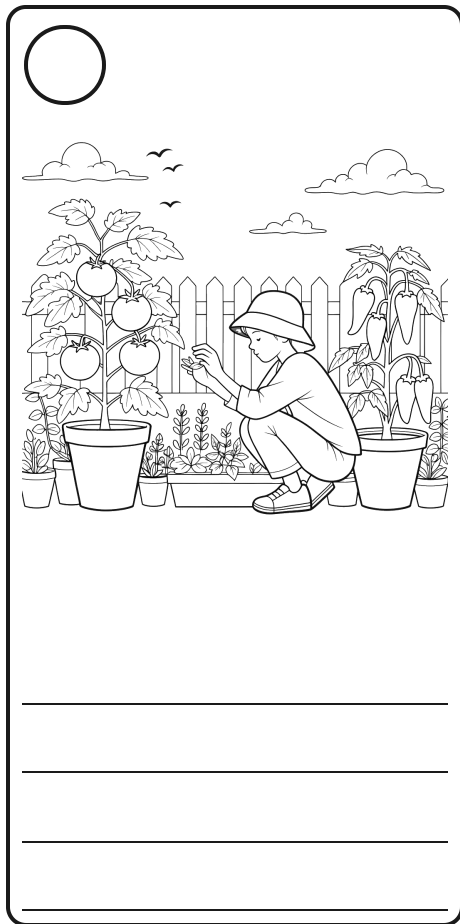
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Coloring with Purpose

Grade 5 • Cluster 4
The Garden That Wouldn't Grow

Name: _____

Date: _____



Sequence the Scene

1. Reread *The Garden That Wouldn't Grow*. These panels are out of order. Write 1, 2, or 3 in each box to show the order.
2. On the lines under each panel, copy a signal word or a few words from the passage that prove the step.
3. Color the panels.

TEKS Connection: 5.8C, 5.7C, 5.7E. **Why It Matters:** Students use words from the source to put the events in logical order and show each step visually.

TEKS 5.8(C): Analyze plot elements, including rising action, climax, falling action, and resolution.

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TEKS SECTION

TEKS 5.8(D)

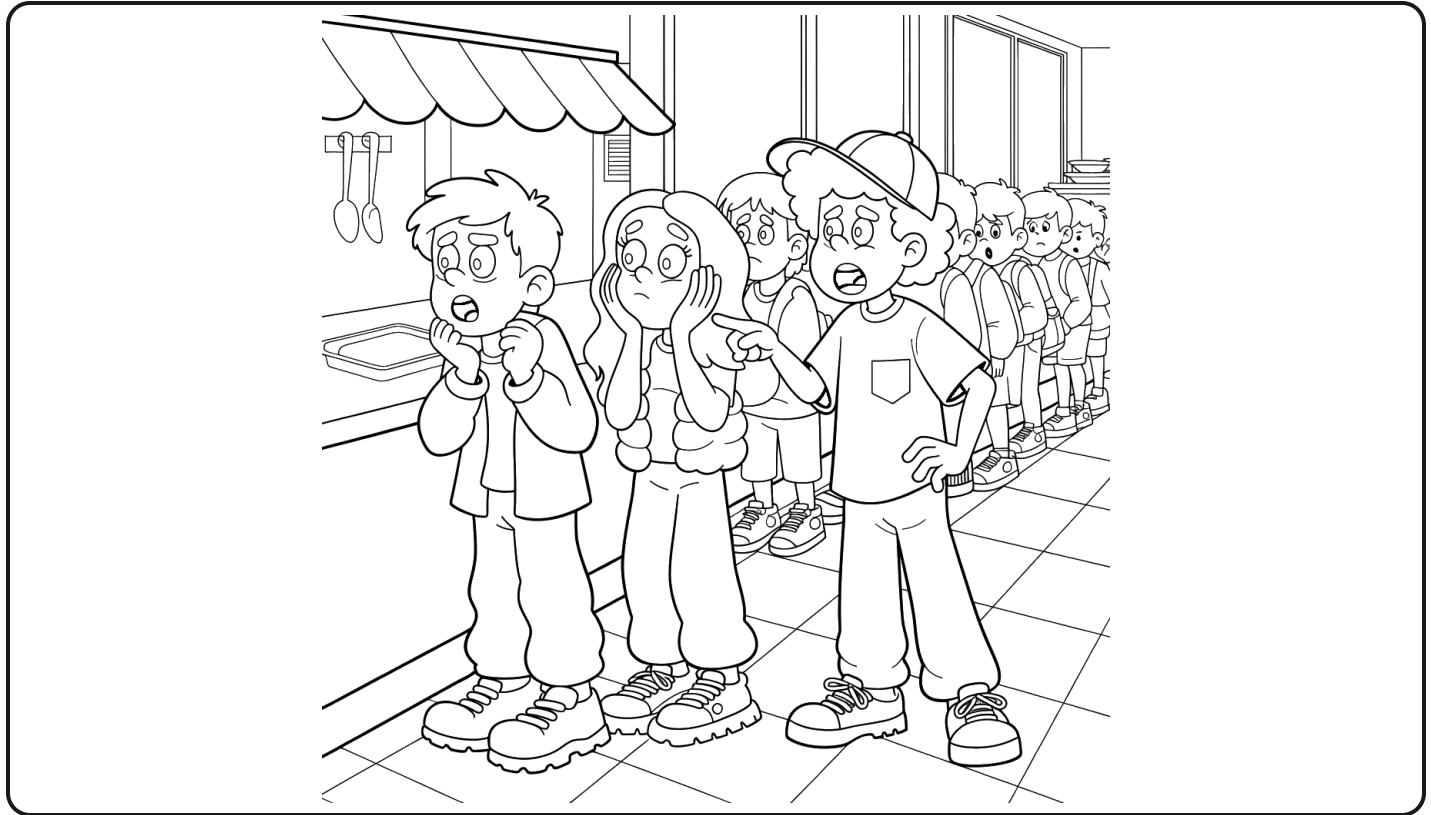
Analyze the influence of the setting, including historical and cultural settings, on the plot.

Activity	Passage (Cluster)	Page
Setting Labeling	The Great Chocolate Chip Cookie Mystery (Prepare)	171
Setting Labeling	The Garden That Wouldn't Grow (Cluster 4)	172

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Name: _____

Date: _____



Setting Labeling

1. Reread *The Great Chocolate Chip Cookie Mystery*. Label **where** the story happens and two setting details in the picture.
2. How does the setting affect what happens in the story? Copy a sentence that describes the setting, then explain.

3. Color the setting.

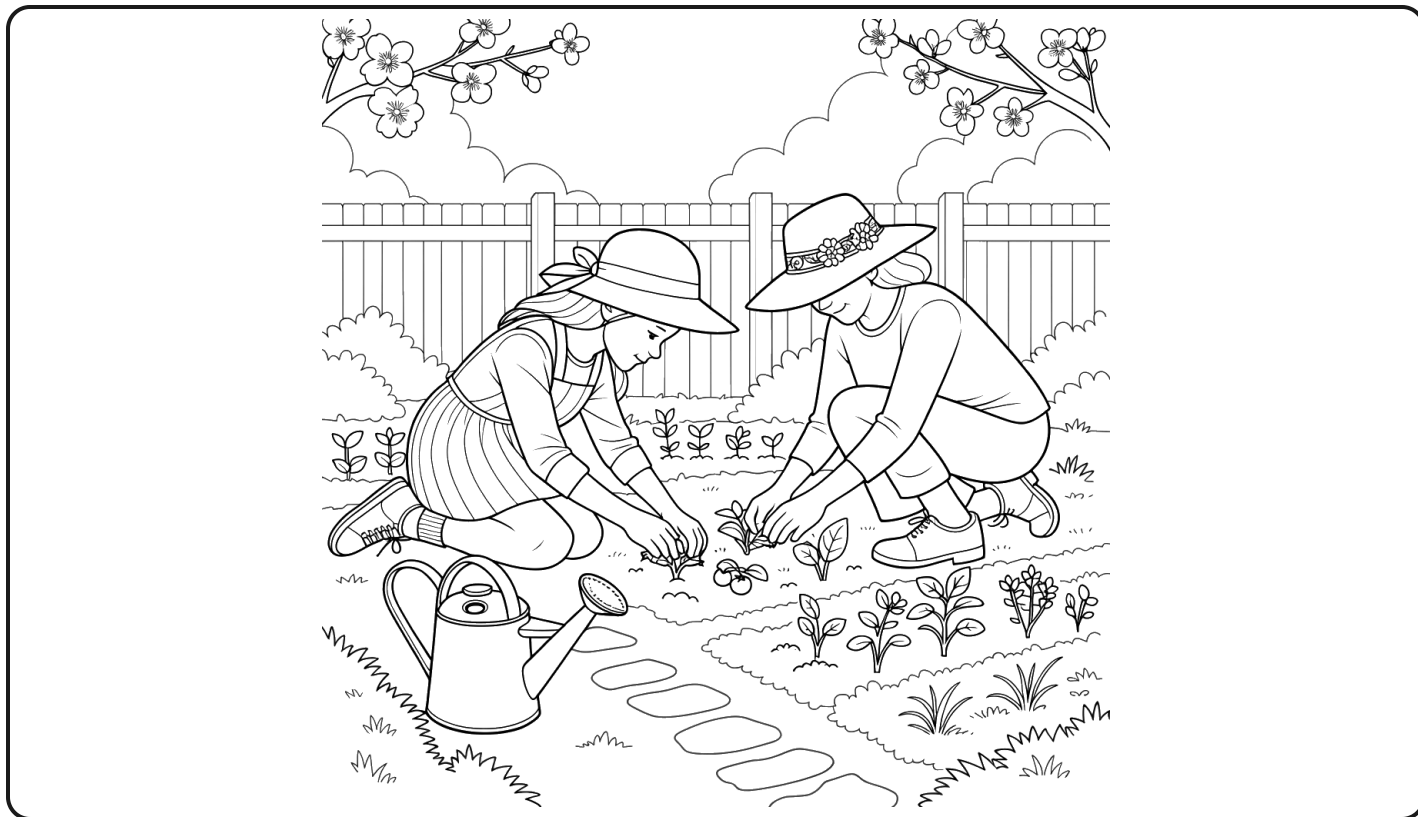
TEKS Connection: 5.8D, 5.7E. **Why It Matters:** Students see how text features, poem structure, or setting help a reader understand the source.

TEKS 5.8(D): Analyze the influence of the setting, including historical and cultural settings, on the plot.

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Name: _____

Date: _____



Setting Labeling

1. Reread *The Garden That Wouldn't Grow*. Label **where** the story happens and two setting details in the picture.
2. How does the setting affect what happens in the story? Copy a sentence that describes the setting, then explain.

3. Color the setting.

TEKS Connection: 5.8D, 5.7E. **Why It Matters:** Students see how text features, poem structure, or setting help a reader understand the source.

TEKS 5.8(D): Analyze the influence of the setting, including historical and cultural settings, on the plot.

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TEKS SECTION

TEKS 5.9(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.

Activity	Passage (Cluster)	Page
Poem Parts Labeling	Our Rights, Our Voices (Cluster 3)	174
Poem Parts Labeling	One Voice Can Start a Wave (Cluster 7)	175

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Name: _____

Date: _____



Poem Parts Labeling

1. Reread the poem *Our Rights, Our Voices*. Who is the **speaker** of the poem? How is the speaker different from the poet?

2. Find one **sound device** (rhyme or repetition) and one line of **figurative language**. Copy them and explain.

3. Color the picture.

TEKS Connection: 5.9B, 5.7E. **Why It Matters:** Students see how text features, poem structure, or setting help a reader understand the source.

TEKS 5.9(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.

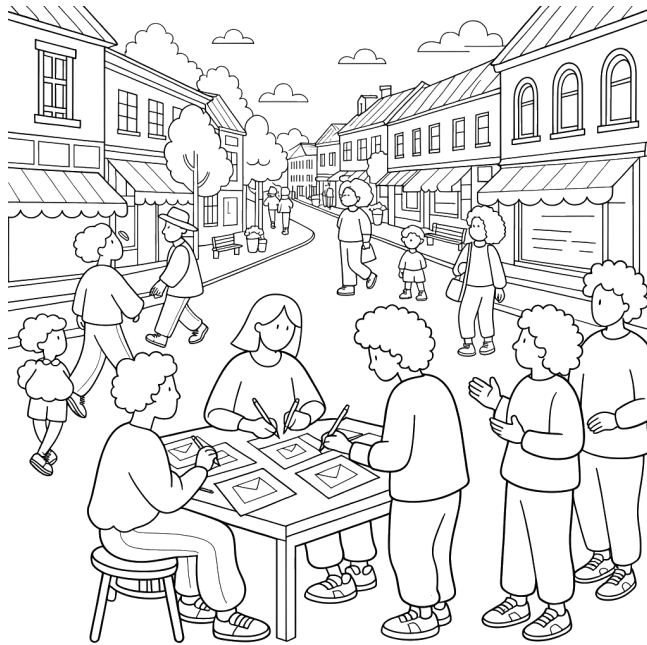
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Coloring with Purpose

Grade 5 • Cluster 7
One Voice Can Start a Wave

Name: _____

Date: _____



Poem Parts Labeling

1. Reread the poem *One Voice Can Start a Wave*. Who is the **speaker** of the poem?
How is the speaker different from the poet?

2. Find one **sound device** (rhyme or repetition) and one line of **figurative language**.
Copy them and explain.

3. Color the picture.

TEKS Connection: 5.9B, 5.7E. **Why It Matters:** Students see how text features, poem structure, or setting help a reader understand the source.

TEKS 5.9(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.

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TEKS SECTION

TEKS 5.9(D)(i)

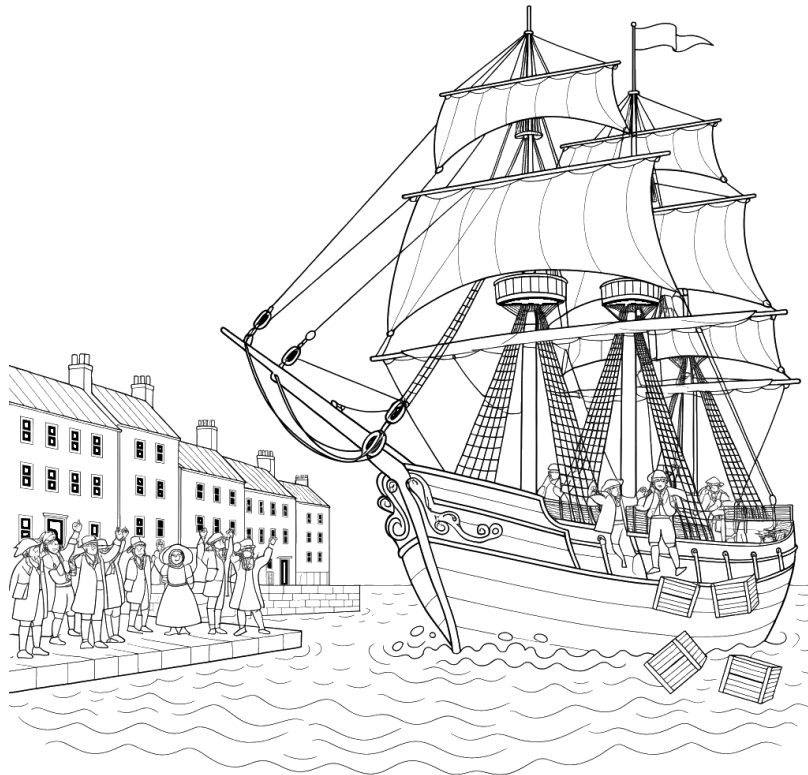
Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

Activity	Passage (Cluster)	Page
Main Idea Caption	From Tension to Revolution (Cluster 1)	177
Main Idea Caption	A Harvest to Remember (Cluster 2)	178
Main Idea Caption	A Difficult Compromise (Cluster 5)	179
Main Idea Caption	A Voice in the Community (Cluster 6)	180
Main Idea Caption	From Protest to Participation (Cluster 8)	181

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Name: _____

Date: _____



Caption: _____

Main Idea Caption

1. Color the scene from *From Tension to Revolution*.
2. Write a one-sentence caption under the picture that tells the **main idea**.
3. Copy one sentence from the passage that supports your caption.

TEKS Connection: 5.9D(i), 5.7C, 5.7E. **Why It Matters:** Students state the big idea in one sentence and support it with evidence from the source.

TEKS 5.9(D)(i): Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

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Name: _____

Date: _____



Caption: _____

Main Idea Caption

1. Color the scene from *A Harvest to Remember*.
2. Write a one-sentence caption under the picture that tells the **main idea**.
3. Copy one sentence from the passage that supports your caption.

TEKS Connection: 5.9D(i), 5.7C, 5.7E. **Why It Matters:** Students state the big idea in one sentence and support it with evidence from the source.

TEKS 5.9(D)(i): Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

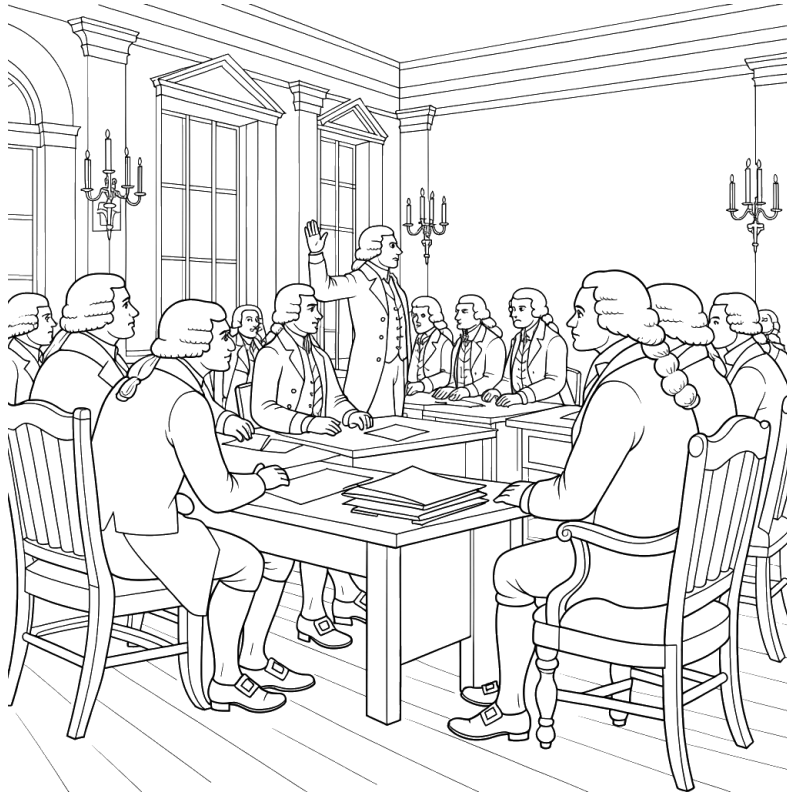
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Coloring with Purpose

Grade 5 • Cluster 5
A Difficult Compromise

Name: _____

Date: _____



Caption: _____

Main Idea Caption

1. Color the scene from *A Difficult Compromise*.
2. Write a one-sentence caption under the picture that tells the **main idea**.
3. Copy one sentence from the passage that supports your caption.

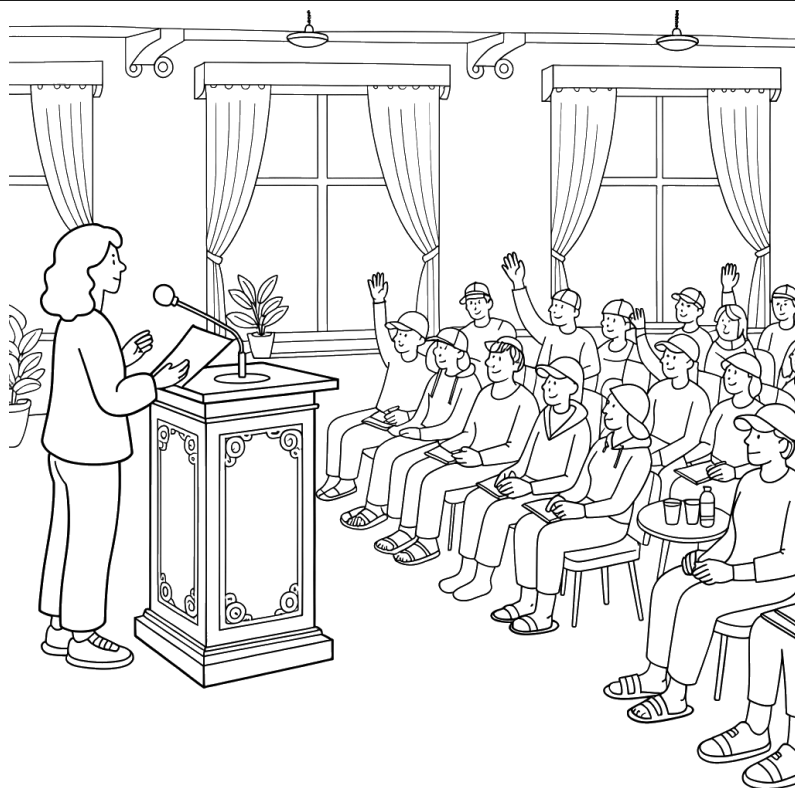
TEKS Connection: 5.9D(i), 5.7C, 5.7E. **Why It Matters:** Students state the big idea in one sentence and support it with evidence from the source.

TEKS 5.9(D)(i): Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

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Name: _____

Date: _____



Caption: _____

Main Idea Caption

1. Color the scene from *A Voice in the Community*.
2. Write a one-sentence caption under the picture that tells the **main idea**.
3. Copy one sentence from the passage that supports your caption.

TEKS Connection: 5.9D(i), 5.7C, 5.7E. **Why It Matters:** Students state the big idea in one sentence and support it with evidence from the source.

TEKS 5.9(D)(i): Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

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Name: _____

Date: _____



Caption: _____

Main Idea Caption

1. Color the scene from *From Protest to Participation*.
2. Write a one-sentence caption under the picture that tells the **main idea**.
3. Copy one sentence from the passage that supports your caption.

TEKS Connection: 5.9D(i), 5.7C, 5.7E. **Why It Matters:** Students state the big idea in one sentence and support it with evidence from the source.

TEKS 5.9(D)(i): Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

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TEKS SECTION

TEKS 5.9(D)(ii)

Recognize characteristics and structures of informational text, including features such as insets, timelines, and sidebars to support understanding.

Activity	Passage (Cluster)	Page
Text Feature Labeling	From Tension to Revolution (Cluster 1)	183
Text Feature Labeling	A Harvest to Remember (Cluster 2)	184
Text Feature Labeling	A Difficult Compromise (Cluster 5)	185
Text Feature Labeling	A Voice in the Community (Cluster 6)	186
Text Feature Labeling	From Protest to Participation (Cluster 8)	187

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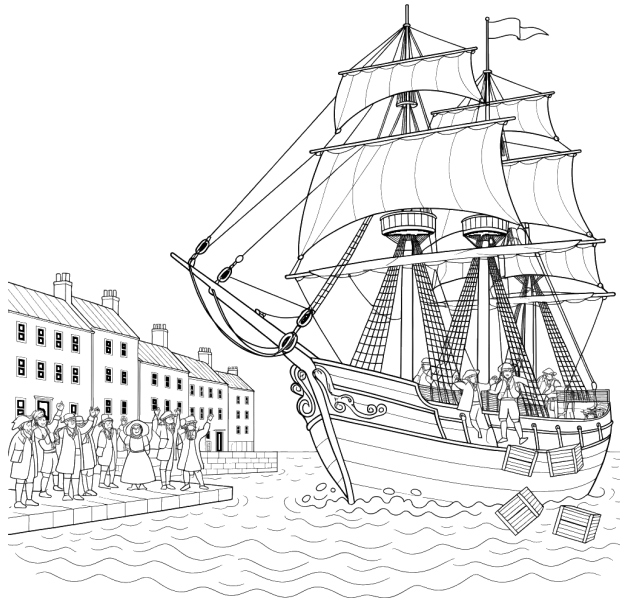
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Grade 5 • Cluster 1
From Tension to Revolution

Name: _____

Date: _____

Heading:



Caption: _____

Sidebar: one extra fact from the passage:

Timeline: a date or order word from the passage:

Text Feature Labeling

1. Turn this page into an informational text page about *From Tension to Revolution*.
2. Write a **heading** in the top box and a **caption** under the picture.
3. Add a **sidebar** with one extra fact from the passage and a **timeline** date or order word.
4. Color the picture.

TEKS Connection: 5.9D(ii), 5.7E. **Why It Matters:** Students see how text features, poem structure, or setting help a reader understand the source.

TEKS 5.9(D)(ii): Recognize characteristics and structures of informational text, including features such as insets, timelines, and sidebars to support understanding.

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Coloring with Purpose

Grade 5 • Cluster 2
A Harvest to Remember

Name: _____

Date: _____

Heading:



Caption:

Sidebar: one extra fact from the passage:

Timeline: a date or order word from the passage:

Text Feature Labeling

1. Turn this page into an informational text page about *A Harvest to Remember*.
2. Write a **heading** in the top box and a **caption** under the picture.
3. Add a **sidebar** with one extra fact from the passage and a **timeline** date or order word.
4. Color the picture.

TEKS Connection: 5.9D(ii), 5.7E. **Why It Matters:** Students see how text features, poem structure, or setting help a reader understand the source.

TEKS 5.9(D)(ii): Recognize characteristics and structures of informational text, including features such as insets, timelines, and sidebars to support understanding.

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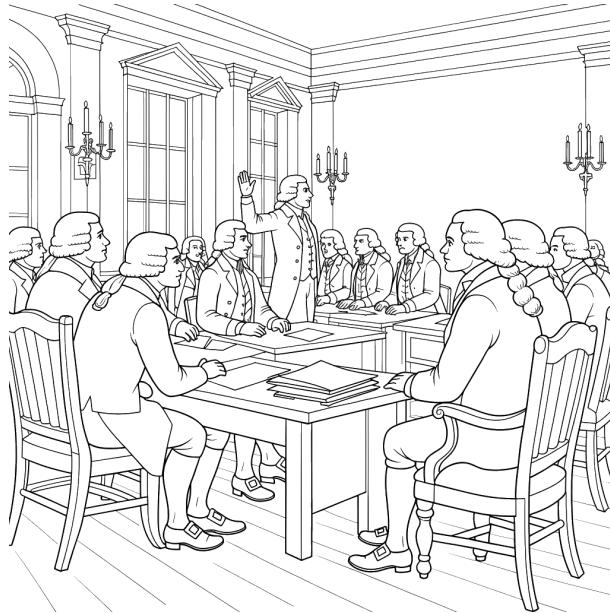
Coloring with Purpose

Grade 5 • Cluster 5
A Difficult Compromise

Name: _____

Date: _____

Heading:



Caption: _____

Sidebar: one extra fact from the passage:

Timeline: a date or order word from the passage:

Text Feature Labeling

1. Turn this page into an informational text page about *A Difficult Compromise*.
2. Write a **heading** in the top box and a **caption** under the picture.
3. Add a **sidebar** with one extra fact from the passage and a **timeline** date or order word.
4. Color the picture.

TEKS Connection: 5.9D(ii), 5.7E. **Why It Matters:** Students see how text features, poem structure, or setting help a reader understand the source.

TEKS 5.9(D)(ii): Recognize characteristics and structures of informational text, including features such as insets, timelines, and sidebars to support understanding.

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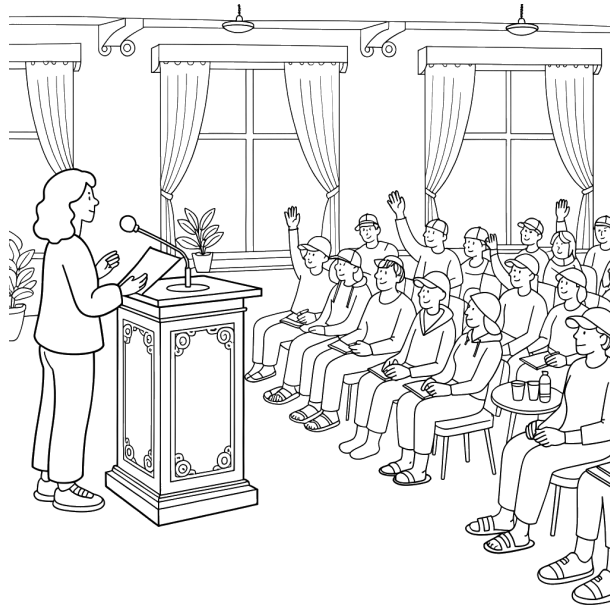
Coloring with Purpose

Grade 5 • Cluster 6
A Voice in the Community

Name: _____

Date: _____

Heading:



Caption: _____

Sidebar: one extra fact from the passage:

Timeline: a date or order word from the passage:

Text Feature Labeling

1. Turn this page into an informational text page about *A Voice in the Community*.
2. Write a **heading** in the top box and a **caption** under the picture.
3. Add a **sidebar** with one extra fact from the passage and a **timeline** date or order word.
4. Color the picture.

TEKS Connection: 5.9D(ii), 5.7E. **Why It Matters:** Students see how text features, poem structure, or setting help a reader understand the source.

TEKS 5.9(D)(ii): Recognize characteristics and structures of informational text, including features such as insets, timelines, and sidebars to support understanding.

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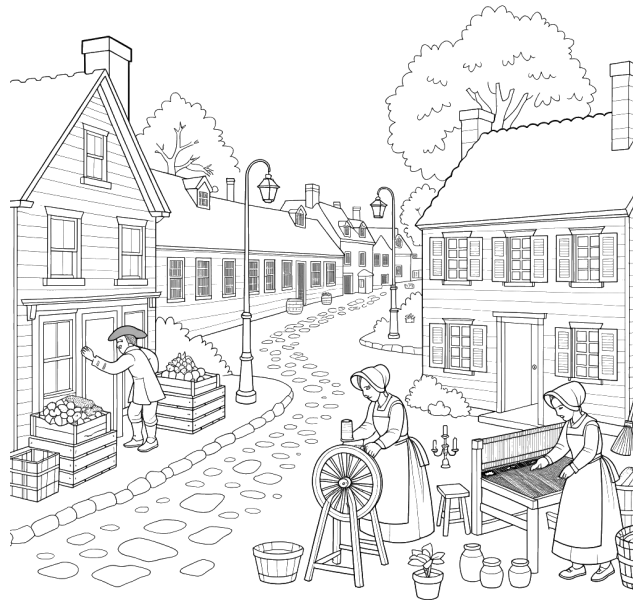
Coloring with Purpose

Grade 5 • Cluster 8
From Protest to Participation

Name: _____

Date: _____

Heading:



Caption:

Sidebar: one extra fact from the passage:

Timeline: a date or order word from the passage:

Text Feature Labeling

1. Turn this page into an informational text page about *From Protest to Participation*.
2. Write a **heading** in the top box and a **caption** under the picture.
3. Add a **sidebar** with one extra fact from the passage and a **timeline** date or order word.
4. Color the picture.

TEKS Connection: 5.9D(ii), 5.7E. **Why It Matters:** Students see how text features, poem structure, or setting help a reader understand the source.

TEKS 5.9(D)(ii): Recognize characteristics and structures of informational text, including features such as insets, timelines, and sidebars to support understanding.

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TEKS SECTION

TEKS 5.10(A)

Explain the author's purpose and message within a text.

Activity	Passage (Cluster)	Page
Author's Purpose Palette	The Great Chocolate Chip Cookie Mystery (Prepare)	189
Author's Purpose Palette	From Tension to Revolution (Cluster 1)	190
Author's Purpose Palette	A Harvest to Remember (Cluster 2)	191
Author's Purpose Palette	Our Rights, Our Voices (Cluster 3)	192
Author's Purpose Palette	The Garden That Wouldn't Grow (Cluster 4)	193
Author's Purpose Palette	A Difficult Compromise (Cluster 5)	194
Author's Purpose Palette	A Voice in the Community (Cluster 6)	195
Author's Purpose Palette	One Voice Can Start a Wave (Cluster 7)	196
Author's Purpose Palette	From Protest to Participation (Cluster 8)	197

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Name: _____

Date: _____



to inform

to entertain

to persuade

to explain

Author's Purpose Palette

1. Reread *The Great Chocolate Chip Cookie Mystery*. Color the paint spot that shows the author's main purpose.
2. What message does the author want readers to remember? Copy a sentence that shows it.

3. Color the picture.

TEKS Connection: 5.10A, 5.7C, 5.7E. **Why It Matters:** Students name why the author wrote the text and find the sentence that carries the message.

TEKS 5.10(A): Explain the author's purpose and message within a text.

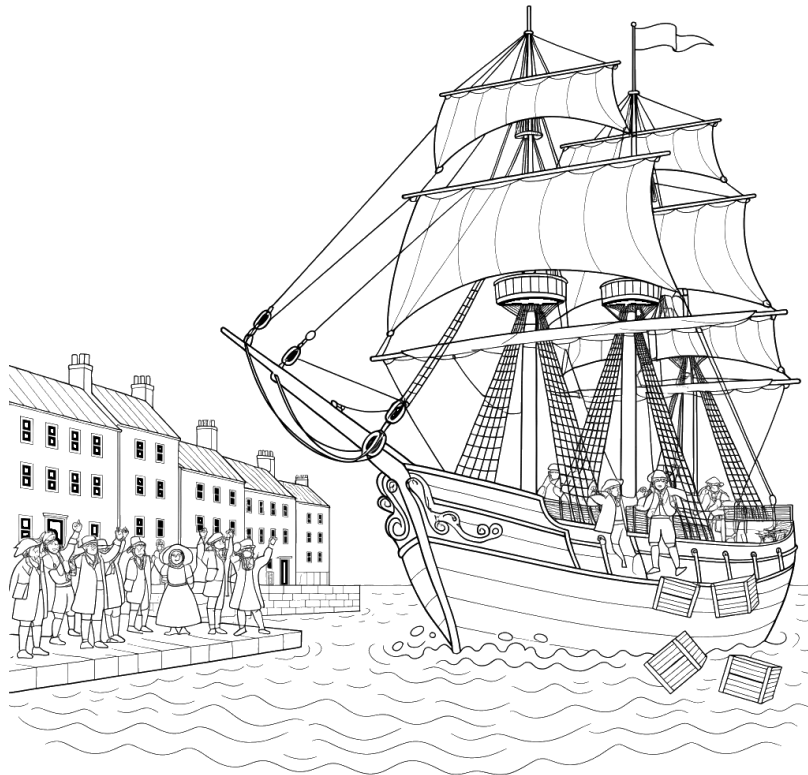
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Coloring with Purpose

Grade 5 • Cluster 1
From Tension to Revolution

Name: _____

Date: _____



to inform

to entertain

to persuade

to explain

Author's Purpose Palette

1. Reread *From Tension to Revolution*. Color the paint spot that shows the author's main purpose.
2. What message does the author want readers to remember? Copy a sentence that shows it.

3. Color the picture.

TEKS Connection: 5.10A, 5.7C, 5.7E. **Why It Matters:** Students name why the author wrote the text and find the sentence that carries the message.

TEKS 5.10(A): Explain the author's purpose and message within a text.

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Coloring with Purpose

Grade 5 • Cluster 2
A Harvest to Remember

Name: _____

Date: _____



to inform

to entertain

to persuade

to explain

Author's Purpose Palette

1. Reread *A Harvest to Remember*. Color the paint spot that shows the author's main purpose.
2. What message does the author want readers to remember? Copy a sentence that shows it.

3. Color the picture.

TEKS Connection: 5.10A, 5.7C, 5.7E. **Why It Matters:** Students name why the author wrote the text and find the sentence that carries the message.

TEKS 5.10(A): Explain the author's purpose and message within a text.

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Coloring with Purpose

Grade 5 • Cluster 3
Our Rights, Our Voices

Name: _____

Date: _____



to inform

to entertain

to persuade

to explain

Author's Purpose Palette

1. Reread *Our Rights, Our Voices*. Color the paint spot that shows the author's main purpose.
2. What message does the author want readers to remember? Copy a sentence that shows it.

3. Color the picture.

TEKS Connection: 5.10A, 5.7C, 5.7E. **Why It Matters:** Students name why the author wrote the text and find the sentence that carries the message.

TEKS 5.10(A): Explain the author's purpose and message within a text.

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Coloring with Purpose

Grade 5 • Cluster 4
The Garden That Wouldn't Grow

Name: _____

Date: _____



to inform

to entertain

to persuade

to explain

Author's Purpose Palette

1. Reread *The Garden That Wouldn't Grow*. Color the paint spot that shows the author's main purpose.
2. What message does the author want readers to remember? Copy a sentence that shows it.

3. Color the picture.

TEKS Connection: 5.10A, 5.7C, 5.7E. **Why It Matters:** Students name why the author wrote the text and find the sentence that carries the message.

TEKS 5.10(A): Explain the author's purpose and message within a text.

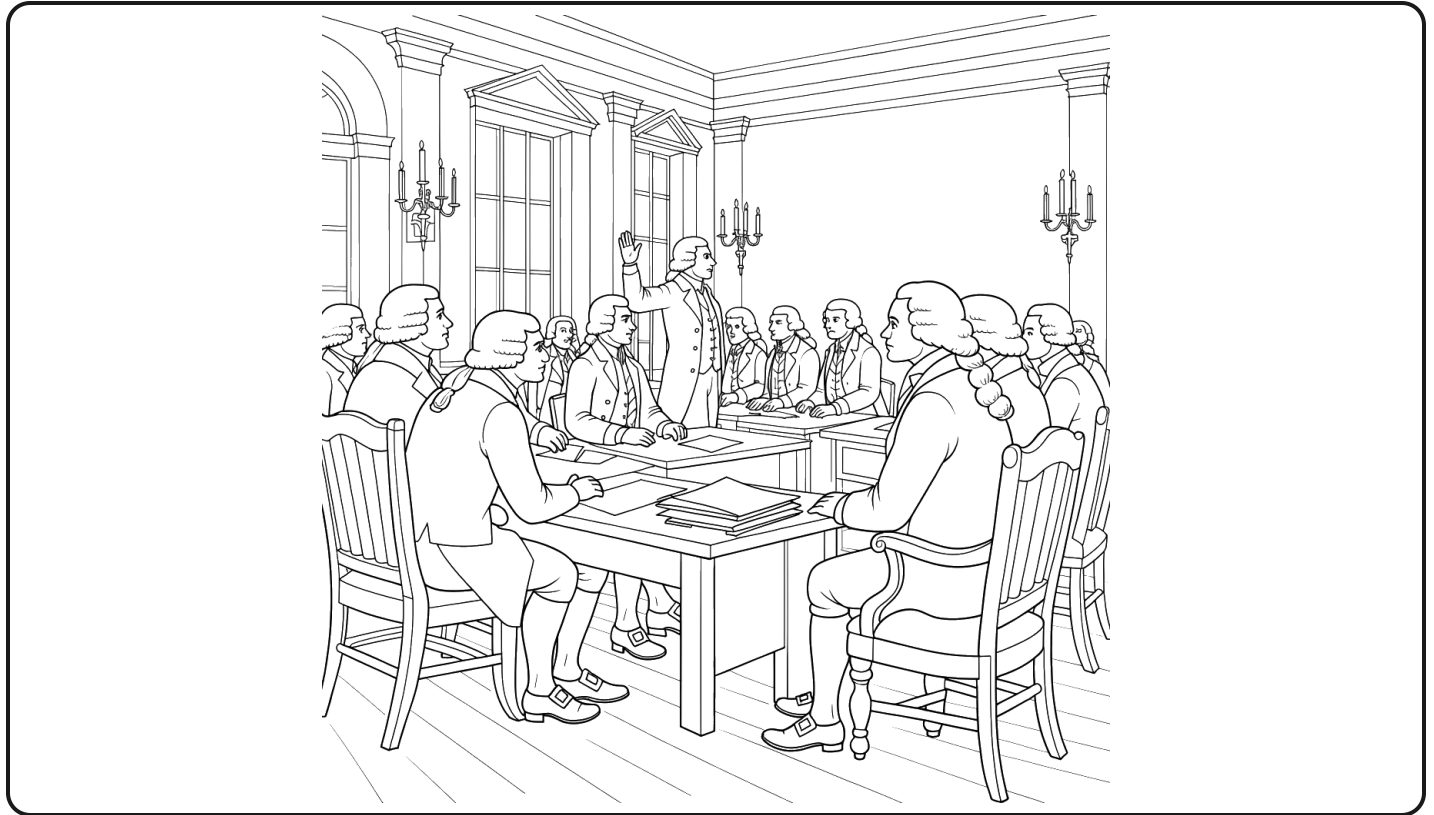
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Coloring with Purpose

Grade 5 • Cluster 5
A Difficult Compromise

Name: _____

Date: _____



to inform

to entertain

to persuade

to explain

Author's Purpose Palette

1. Reread *A Difficult Compromise*. Color the paint spot that shows the author's main purpose.
2. What message does the author want readers to remember? Copy a sentence that shows it.

3. Color the picture.

TEKS Connection: 5.10A, 5.7C, 5.7E. **Why It Matters:** Students name why the author wrote the text and find the sentence that carries the message.

TEKS 5.10(A): Explain the author's purpose and message within a text.

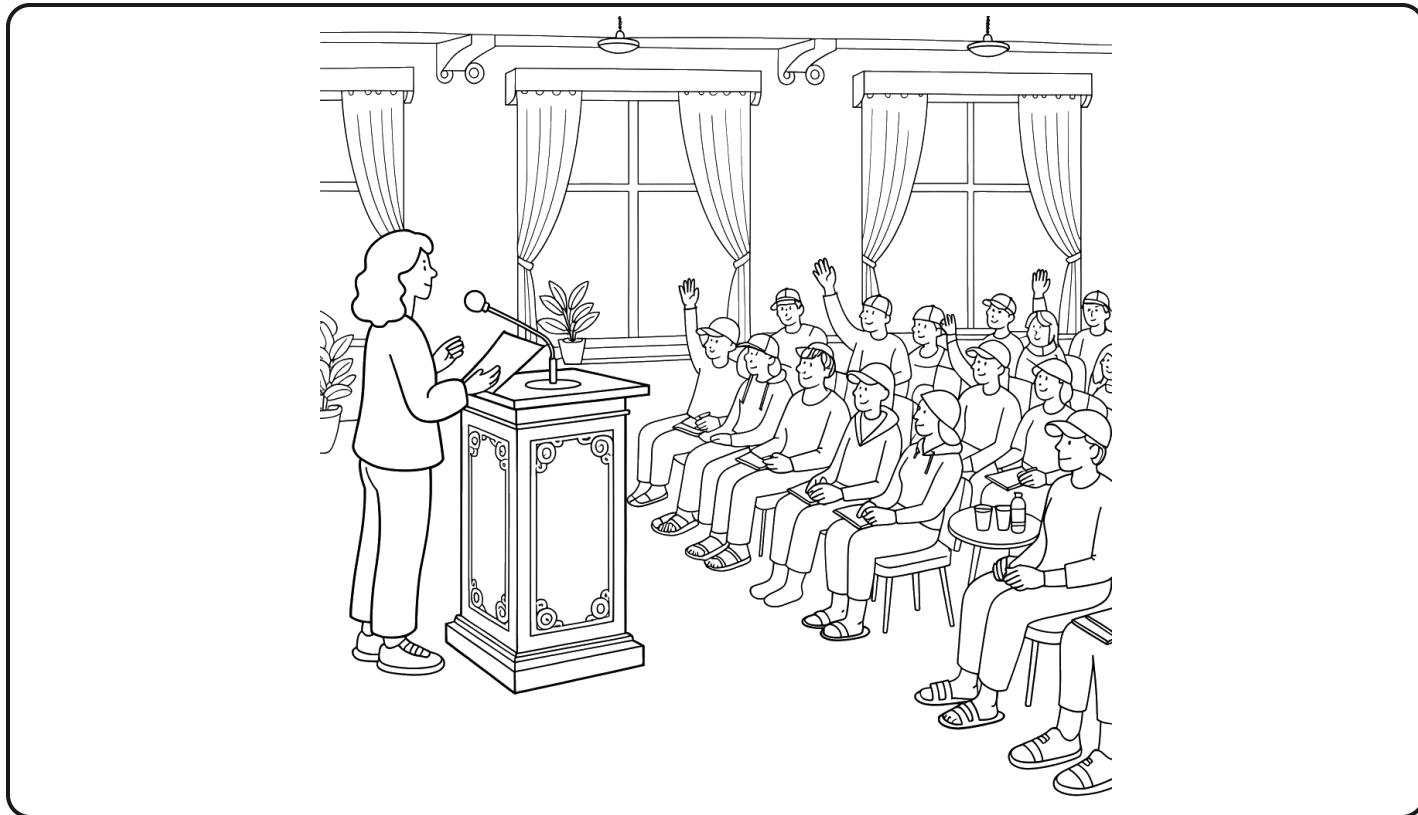
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Coloring with Purpose

Grade 5 • Cluster 6
A Voice in the Community

Name: _____

Date: _____



to inform

to entertain

to persuade

to explain

Author's Purpose Palette

1. Reread *A Voice in the Community*. Color the paint spot that shows the author's main purpose.
2. What message does the author want readers to remember? Copy a sentence that shows it.

3. Color the picture.

TEKS Connection: 5.10A, 5.7C, 5.7E. **Why It Matters:** Students name why the author wrote the text and find the sentence that carries the message.

TEKS 5.10(A): Explain the author's purpose and message within a text.

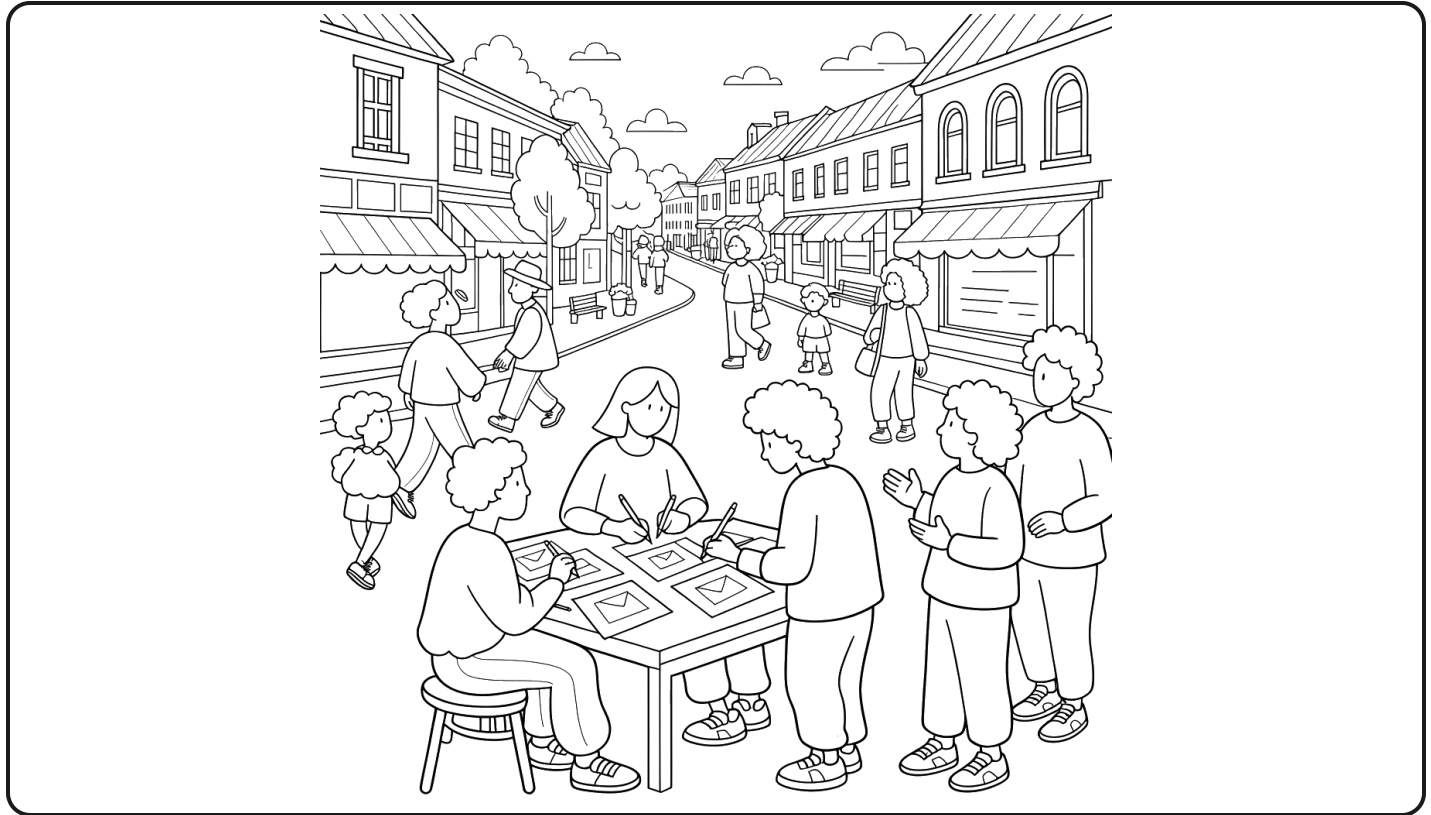
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Coloring with Purpose

Grade 5 • Cluster 7
One Voice Can Start a Wave

Name: _____

Date: _____



to inform

to entertain

to persuade

to explain

Author's Purpose Palette

1. Reread *One Voice Can Start a Wave*. Color the paint spot that shows the author's main purpose.
2. What message does the author want readers to remember? Copy a sentence that shows it.

3. Color the picture.

TEKS Connection: 5.10A, 5.7C, 5.7E. **Why It Matters:** Students name why the author wrote the text and find the sentence that carries the message.

TEKS 5.10(A): Explain the author's purpose and message within a text.

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Coloring with Purpose

Grade 5 • Cluster 8
From Protest to Participation

Name: _____

Date: _____



to inform

to entertain

to persuade

to explain

Author's Purpose Palette

1. Reread *From Protest to Participation*. Color the paint spot that shows the author's main purpose.
2. What message does the author want readers to remember? Copy a sentence that shows it.

3. Color the picture.

TEKS Connection: 5.10A, 5.7C, 5.7E. **Why It Matters:** Students name why the author wrote the text and find the sentence that carries the message.

TEKS 5.10(A): Explain the author's purpose and message within a text.

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TEKS SECTION

TEKS 5.10(D)

Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.

Activity	Passage (Cluster)	Page
Word Picture	The Great Chocolate Chip Cookie Mystery (Prepare)	199
Word Picture	From Tension to Revolution (Cluster 1)	200
Word Picture	A Harvest to Remember (Cluster 2)	201
Word Picture	Our Rights, Our Voices (Cluster 3)	202
Word Picture	The Garden That Wouldn't Grow (Cluster 4)	203
Word Picture	A Difficult Compromise (Cluster 5)	204
Word Picture	A Voice in the Community (Cluster 6)	205
Word Picture	One Voice Can Start a Wave (Cluster 7)	206
Word Picture	From Protest to Participation (Cluster 8)	207

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Name: _____

Date: _____



Word Picture

1. Reread *The Great Chocolate Chip Cookie Mystery*. Find two phrases that help you **see, hear, or feel** what is happening.
2. Copy each phrase. Tell what it helps you picture.

3. Color the picture so it matches the words you chose.

TEKS Connection: 5.10D, 5.7C, 5.7E. **Why It Matters:** Students notice how the author's words create pictures in the reader's mind and show those pictures visually.

TEKS 5.10(D): Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.

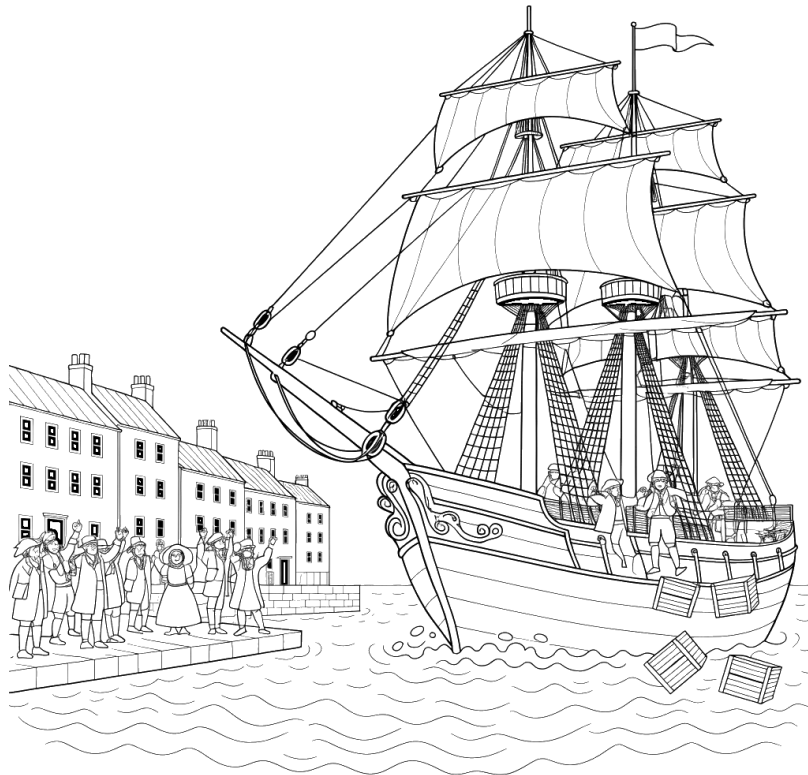
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Coloring with Purpose

Grade 5 • Cluster 1
From Tension to Revolution

Name: _____

Date: _____



Word Picture

1. Reread *From Tension to Revolution*. Find two phrases that help you **see, hear, or feel** what is happening.
2. Copy each phrase. Tell what it helps you picture.

3. Color the picture so it matches the words you chose.

TEKS Connection: 5.10D, 5.7C, 5.7E. **Why It Matters:** Students notice how the author's words create pictures in the reader's mind and show those pictures visually.

TEKS 5.10(D): Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.

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Coloring with Purpose

Grade 5 • Cluster 2
A Harvest to Remember

Name: _____

Date: _____



Word Picture

1. Reread *A Harvest to Remember*. Find two phrases that help you **see, hear, or feel** what is happening.
2. Copy each phrase. Tell what it helps you picture.

3. Color the picture so it matches the words you chose.

TEKS Connection: 5.10D, 5.7C, 5.7E. **Why It Matters:** Students notice how the author's words create pictures in the reader's mind and show those pictures visually.

TEKS 5.10(D): Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.

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Name: _____

Date: _____



Word Picture

1. Reread *Our Rights, Our Voices*. Find two phrases that help you **see, hear, or feel** what is happening.
2. Copy each phrase. Tell what it helps you picture.

3. Color the picture so it matches the words you chose.

TEKS Connection: 5.10D, 5.7C, 5.7E. **Why It Matters:** Students notice how the author's words create pictures in the reader's mind and show those pictures visually.

TEKS 5.10(D): Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.

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Name: _____

Date: _____



Word Picture

1. Reread *The Garden That Wouldn't Grow*. Find two phrases that help you **see, hear, or feel** what is happening.
2. Copy each phrase. Tell what it helps you picture.

3. Color the picture so it matches the words you chose.

TEKS Connection: 5.10D, 5.7C, 5.7E. **Why It Matters:** Students notice how the author's words create pictures in the reader's mind and show those pictures visually.

TEKS 5.10(D): Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.

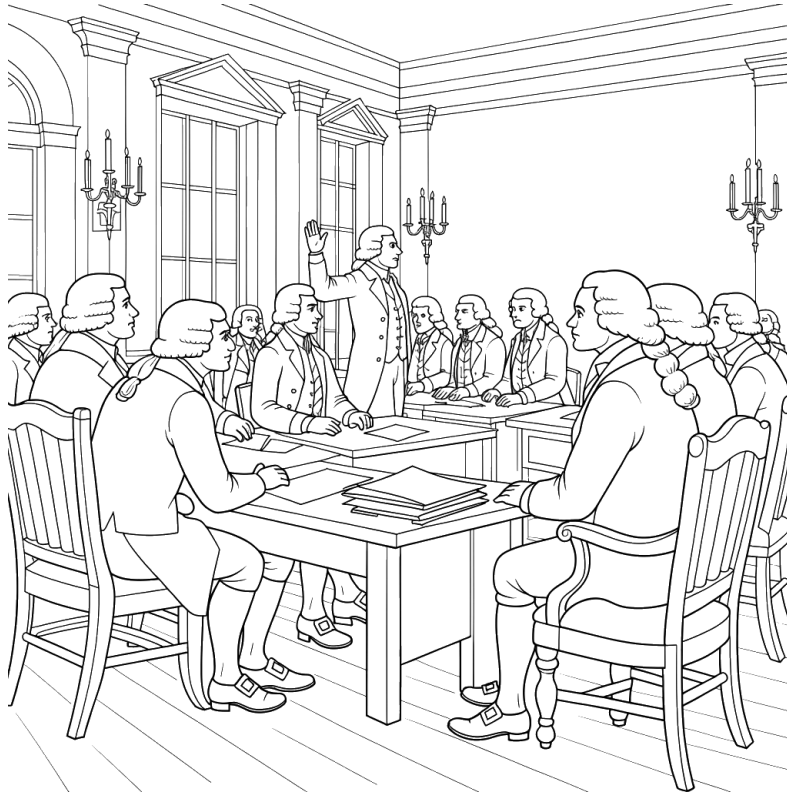
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Coloring with Purpose

Grade 5 • Cluster 5
A Difficult Compromise

Name: _____

Date: _____



Word Picture

1. Reread *A Difficult Compromise*. Find two phrases that help you **see, hear, or feel** what is happening.
2. Copy each phrase. Tell what it helps you picture.

3. Color the picture so it matches the words you chose.

TEKS Connection: 5.10D, 5.7C, 5.7E. **Why It Matters:** Students notice how the author's words create pictures in the reader's mind and show those pictures visually.

TEKS 5.10(D): Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.

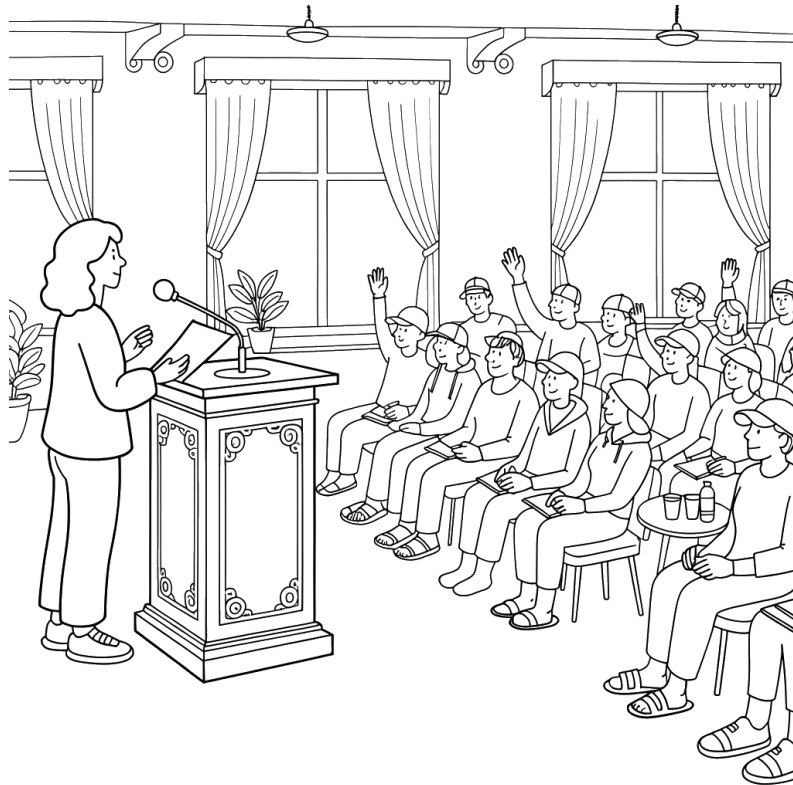
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Coloring with Purpose

Grade 5 • Cluster 6
A Voice in the Community

Name: _____

Date: _____



Word Picture

1. Reread *A Voice in the Community*. Find two phrases that help you **see, hear, or feel** what is happening.
2. Copy each phrase. Tell what it helps you picture.

3. Color the picture so it matches the words you chose.

TEKS Connection: 5.10D, 5.7C, 5.7E. **Why It Matters:** Students notice how the author's words create pictures in the reader's mind and show those pictures visually.

TEKS 5.10(D): Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.

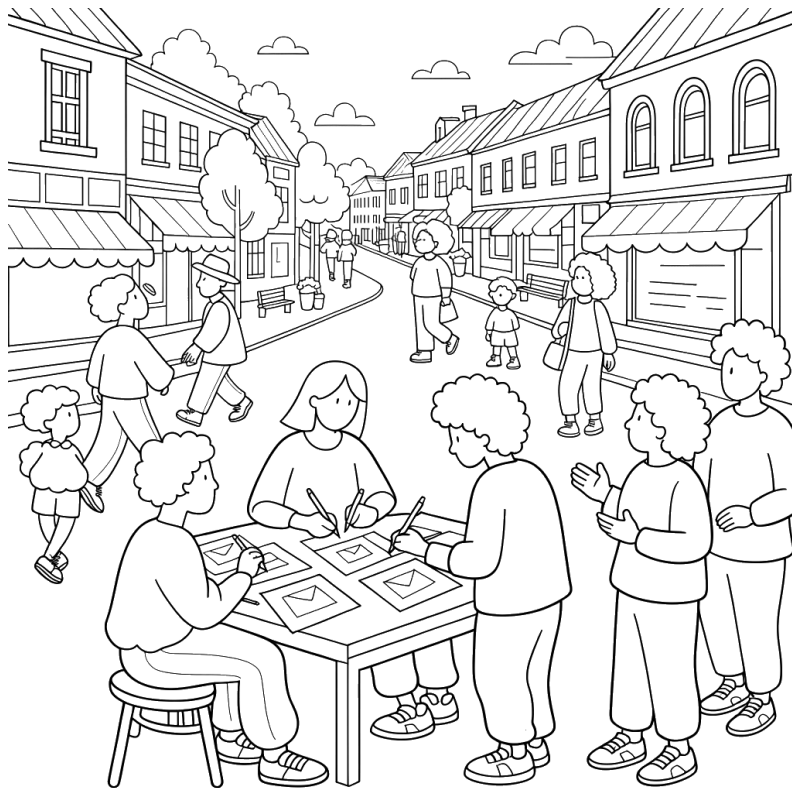
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Coloring with Purpose

Grade 5 • Cluster 7
One Voice Can Start a Wave

Name: _____

Date: _____



Word Picture

1. Reread *One Voice Can Start a Wave*. Find two phrases that help you **see, hear, or feel** what is happening.
2. Copy each phrase. Tell what it helps you picture.

3. Color the picture so it matches the words you chose.

TEKS Connection: 5.10D, 5.7C, 5.7E. **Why It Matters:** Students notice how the author's words create pictures in the reader's mind and show those pictures visually.

TEKS 5.10(D): Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.

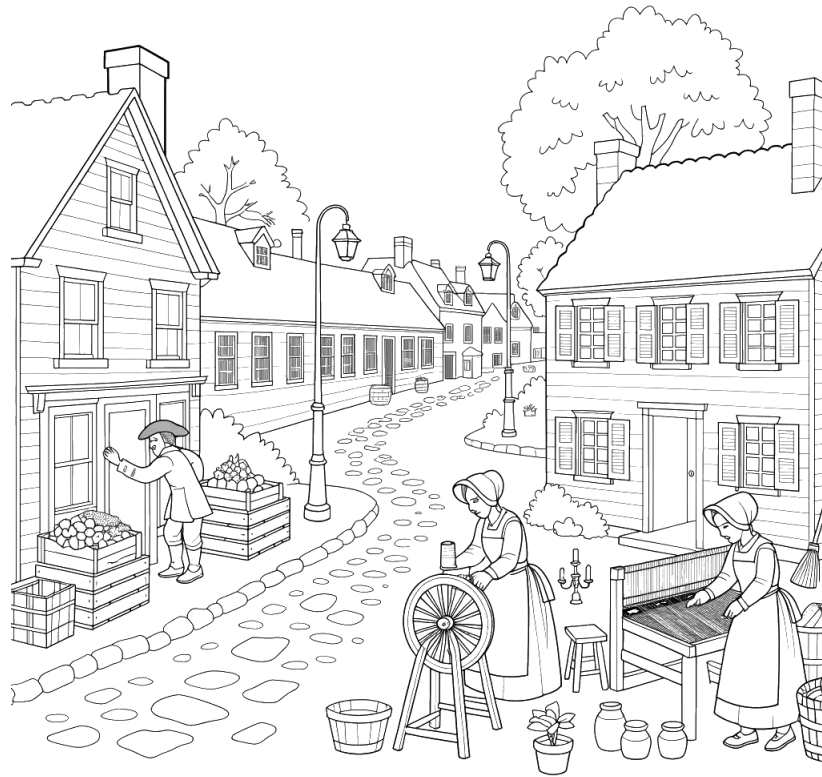
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Coloring with Purpose

Grade 5 • Cluster 8
From Protest to Participation

Name: _____

Date: _____



Word Picture

1. Reread *From Protest to Participation*. Find two phrases that help you **see, hear, or feel** what is happening.
2. Copy each phrase. Tell what it helps you picture.

3. Color the picture so it matches the words you chose.

TEKS Connection: 5.10D, 5.7C, 5.7E. **Why It Matters:** Students notice how the author's words create pictures in the reader's mind and show those pictures visually.

TEKS 5.10(D): Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.

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Page 10 • Vocabulary Labeling • TEKS 5.3(B) • The Great Chocolate Chip Cookie Mystery (Prepare)

Meanings: theories = ideas that try to explain something; investigation = a careful search for facts; source = where information comes from; recalled = taken back because of a problem. Labels: theories: the students' guesses; investigation: the students trying to solve it; source: where the rumors came from; recalled: one wild guess about the cookies.

Page 11 • Vocabulary Labeling • TEKS 5.3(B) • From Tension to Revolution (Cluster 1)

Meanings: Parliament = the group that made laws for Great Britain; representation = having someone speak for you in government; debt = money that is owed; resistance = refusing to go along with something. Labels: resistance: the colonists throwing tea; Parliament and representation: why the colonists were angry; debt: why Britain added taxes.

Page 12 • Vocabulary Labeling • TEKS 5.3(B) • A Harvest to Remember (Cluster 2)

Meanings: harvest = gathering crops when they are ready; productive = making a lot; geography = the land and features of a place; celebration = a happy gathering for a special reason. Labels: harvest: the corn and food; celebration: the people gathered; productive: the full tables; geography: the land around the village.

Page 13 • Vocabulary Labeling • TEKS 5.3(B) • Our Rights, Our Voices (Cluster 3)

Meanings: rights = freedoms people are promised; religion = a set of beliefs and worship; jury = a group of citizens who decide a case; protective = keeping something safe. Labels: rights: the speaker, the writer, and the crowd; religion: the church; jury and protective: rights named in other lines.

Page 14 • Vocabulary Labeling • TEKS 5.3(B) • The Garden That Wouldn't Grow (Cluster 4)

Meanings: droop = to bend or hang down; frustrated = upset because something is not working; function = to work the way it should; adjusted = changed a little to work better. Labels: droop: the bending stems; frustrated: Kendrix; function: the roots under the soil; adjusted: the new watering plan.

Page 15 • Vocabulary Labeling • TEKS 5.3(B) • A Difficult Compromise (Cluster 5)

Meanings: delegates = people chosen to speak for a state; convention = a formal meeting; representation = having people speak for you in government; compromise = an agreement where each side gives up something. Labels: delegates: the people at the desks; convention: the meeting; compromise: the idea being proposed; representation: what the states argued about.

Page 16 • Vocabulary Labeling • TEKS 5.3(B) • A Voice in the Community (Cluster 6)

Meanings: civic = having to do with citizens and community; election = a time when people vote; volunteering = helping without being paid; impact = to have an effect on. Labels: civic: the town meeting; election and impact: why the citizens are speaking; volunteering: another way to take part.

Page 17 • Vocabulary Labeling • TEKS 5.3(B) • One Voice Can Start a Wave (Cluster 7)

Meanings: conquers = wins over; whisper = a very soft voice; mighty = very strong; seek = to look for or want. Labels: whisper: the first quiet voices; mighty: the growing crowd; seek: the change people want; conquers: how the question beats fear.

Page 18 • Vocabulary Labeling • TEKS 5.3(B) • From Protest to Participation (Cluster 8)

Meanings: boycotts = refusing to buy something as a protest; petitions = written requests signed by many people; democracy = government by the people; consequences = results of actions. Labels: boycotts: the merchant refusing goods; petitions: another way to protest; democracy and consequences: ideas the passage explains.

Answer Key (continued)

Page 20 • Ask the Picture • TEKS 5.6(B) • The Great Chocolate Chip Cookie Mystery (Prepare)

Model question: Where did Jordan hear that the teachers get the extra cookies? Answer sentence: "And where exactly did you hear that?" Accept any question answered by the passage.

Page 21 • Ask the Picture • TEKS 5.6(B) • From Tension to Revolution (Cluster 1)

Model question: Why did colonists oppose the Stamp Act? Answer sentence: "Colonists strongly opposed this law because they had no representatives in Parliament." Accept any question answered by the passage.

Page 22 • Ask the Picture • TEKS 5.6(B) • A Harvest to Remember (Cluster 2)

Model question: Who helped the Pilgrims? Answer sentence: "Things began to improve when Native Americans from the Wampanoag tribe helped them." Accept any question answered by the passage.

Page 23 • Ask the Picture • TEKS 5.6(B) • Our Rights, Our Voices (Cluster 3)

Model question: What does the Fifth say? Answer sentence: "The Fifth says courts must treat you fair," Accept any question answered by the passage.

Page 24 • Ask the Picture • TEKS 5.6(B) • The Garden That Wouldn't Grow (Cluster 4)

Model question: Why did too much water hurt the plants? Answer sentence: "Without proper air, the roots cannot function effectively." Accept any question answered by the passage.

Page 25 • Ask the Picture • TEKS 5.6(B) • A Difficult Compromise (Cluster 5)

Model question: Why did Northern states push back? Answer sentence: "They argued that it wasn't fair to count people who were not free and could not vote." Accept any question answered by the passage.

Page 26 • Ask the Picture • TEKS 5.6(B) • A Voice in the Community (Cluster 6)

Model question: Why do some people choose not to vote? Answer sentence: "They may think one person's vote will not make much of a difference, especially in large elections." Accept any question answered by the passage.

Page 27 • Ask the Picture • TEKS 5.6(B) • One Voice Can Start a Wave (Cluster 7)

Model question: What can people do to help protect change? Answer sentence: "People can gather, write, and speak," Accept any question answered by the passage.

Page 28 • Ask the Picture • TEKS 5.6(B) • From Protest to Participation (Cluster 8)

Model question: What did many colonists want at first? Answer sentence: "They wanted the British government to change its policies and listen to colonial concerns." Accept any question answered by the passage.

Page 30 • What Happens Next • TEKS 5.6(C) • The Great Chocolate Chip Cookie Mystery (Prepare)

Model prediction: Mrs. Delgado turns the mystery into a class investigation. Clue: "You have a mystery." Confirming sentence: "That afternoon, Mrs. Delgado wrote two questions on the board."

Page 31 • What Happens Next • TEKS 5.6(C) • From Tension to Revolution (Cluster 1)

Model prediction: The colonies unite and fight for independence. Clue: "Over time, many colonists wanted to remove British control." Confirming sentence: "The American Revolution became a fight for independence, leading to the Declaration of Independence and the creation of a new nation."

Page 32 • What Happens Next • TEKS 5.6(C) • A Harvest to Remember (Cluster 2)

Model prediction: The Pilgrims have a good harvest and celebrate with the Wampanoag. Clue: "With this help, the Pilgrims were able to grow enough food for a productive harvest." Confirming sentence: "After gathering their crops, the Pilgrims decided to celebrate."

Page 33 • What Happens Next • TEKS 5.6(C) • Our Rights, Our Voices (Cluster 3)

Model prediction: The poem goes on to rights in court, like a fair trial with a jury. Clue: "The Fifth says courts must treat you fair," Confirming sentence: "With a jury there to listen and care,"

Answer Key (continued)

Page 34 • What Happens Next • TEKS 5.6(C) • The Garden That Wouldn't Grow (Cluster 4)

Model prediction: Kendrix and her grandmother water less, and the plants get better. Clue: "Together, they adjusted their approach by watering less frequently and allowing the soil to dry out between watering." Confirming sentence: "Within several days, the plants began to recover."

Page 35 • What Happens Next • TEKS 5.6(C) • A Difficult Compromise (Cluster 5)

Model prediction: The delegates agree, but people keep questioning whether it was fair. Clue: "The compromise helped the group move forward, but it didn't solve the deeper problem." Confirming sentence: "Different groups had different opinions, and those disagreements did not go away."

Page 36 • What Happens Next • TEKS 5.6(C) • A Voice in the Community (Cluster 6)

Model prediction: Over time, the community changes because of what people do. Clue: "These actions can happen at the local, state, or national level, and they can affect how a community changes over time." Confirming sentence: "Some voices are heard more often, but every action can still have an effect over time."

Page 37 • What Happens Next • TEKS 5.6(C) • One Voice Can Start a Wave (Cluster 7)

Model prediction: The voices grow into a big crowd that leaders hear. Clue: "Then other voices rise to meet." Confirming sentence: "One voice can start a mighty wave."

Page 38 • What Happens Next • TEKS 5.6(C) • From Protest to Participation (Cluster 8)

Model prediction: The colonists declare independence. Clue: "By 1776, more colonial leaders believed independence was necessary." Confirming sentence: "The Declaration of Independence announced that the colonies intended to separate from Great Britain."

Page 40 • Connection Corner • TEKS 5.6(E) • The Great Chocolate Chip Cookie Mystery (Prepare)

Look-fors: Personal: a rumor the student once heard. Other text: The Fifth-Grade Cookie Commission continues the mystery. Society: people check sources before believing news.

Page 41 • Connection Corner • TEKS 5.6(E) • From Tension to Revolution (Cluster 1)

Look-fors: Personal: a time the student felt a rule was unfair. Other text: From Protest to Participation (Cluster 8) retells these events. Society: people still speak up about laws today.

Page 42 • Connection Corner • TEKS 5.6(E) • A Harvest to Remember (Cluster 2)

Look-fors: Personal: a time the student gave thanks for help. Other text: From Tension to Revolution also tells about early colonists. Society: many families share a Thanksgiving meal today.

Page 43 • Connection Corner • TEKS 5.6(E) • Our Rights, Our Voices (Cluster 3)

Look-fors: Personal: a time the student shared an opinion. Other text: A Voice in the Community also tells about taking part. Society: courts and newspapers use these rights today.

Page 44 • Connection Corner • TEKS 5.6(E) • The Garden That Wouldn't Grow (Cluster 4)

Look-fors: Personal: a time the student tried to fix something and made it worse. Other text: A Harvest to Remember also shows people learning how to grow food. Society: farmers study soil and water every day.

Page 45 • Connection Corner • TEKS 5.6(E) • A Difficult Compromise (Cluster 5)

Look-fors: Personal: a compromise the student made that did not feel fully fair. Other text: From Protest to Participation also shows how laws change over time. Society: leaders still compromise to pass laws.

Page 46 • Connection Corner • TEKS 5.6(E) • A Voice in the Community (Cluster 6)

Look-fors: Personal: a time the student helped decide something at school. Other text: One Voice Can Start a Wave also shows how one voice matters. Society: people vote in local and national elections.

Answer Key (continued)

Page 47 • Connection Corner • TEKS 5.6(E) • One Voice Can Start a Wave (Cluster 7)

Look-fors: Personal: a time the student spoke up about fairness. Other text: A Voice in the Community also tells about speaking up. Society: people write and speak to leaders today.

Page 48 • Connection Corner • TEKS 5.6(E) • From Protest to Participation (Cluster 8)

Look-fors: Personal: a question the student asked that led to a change. Other text: From Tension to Revolution tells the same events. Society: people still petition and vote for change.

Page 50 • Cause and Effect Panels • TEKS 5.6(F) • The Great Chocolate Chip Cookie Mystery (Prepare)

Effect: Students began guessing wild theories. Sentence: "Within thirty seconds, the investigation had already gone completely out of control."

Page 51 • Cause and Effect Panels • TEKS 5.6(F) • From Tension to Revolution (Cluster 1)

Effect: The colonists strongly opposed the taxes. Sentence: "Colonists strongly opposed this law because they had no representatives in Parliament."

Page 52 • Cause and Effect Panels • TEKS 5.6(F) • A Harvest to Remember (Cluster 2)

Effect: The Pilgrims grew enough food for a good harvest. Sentence: "With this help, the Pilgrims were able to grow enough food for a productive harvest."

Page 53 • Cause and Effect Panels • TEKS 5.6(F) • Our Rights, Our Voices (Cluster 3)

Effect: People's freedoms are protected. Sentence: "So people's freedoms would be there."

Page 54 • Cause and Effect Panels • TEKS 5.6(F) • The Garden That Wouldn't Grow (Cluster 4)

Effect: The soil became muddy, and the leaves turned yellow. Sentence: "The soil became overly wet and muddy, and many of the leaves started to turn yellow."

Page 55 • Cause and Effect Panels • TEKS 5.6(F) • A Difficult Compromise (Cluster 5)

Effect: A compromise was made: the Three-Fifths Compromise. Sentence: "This became known as the Three-Fifths Compromise."

Page 56 • Cause and Effect Panels • TEKS 5.6(F) • A Voice in the Community (Cluster 6)

Effect: The election can decide how money is used in schools. Sentence: "For example, a local election might decide how money is used in schools, while a national election can shape laws for the whole country."

Page 57 • Cause and Effect Panels • TEKS 5.6(F) • One Voice Can Start a Wave (Cluster 7)

Effect: Other people listen and join in. Sentence: "Then other voices rise to meet."

Page 58 • Cause and Effect Panels • TEKS 5.6(F) • From Protest to Participation (Cluster 8)

Effect: Colonists began asking questions and protesting. Sentence: "Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament."

Page 59 • Feelings Faces • TEKS 5.6(F) • From Tension to Revolution (Cluster 1)

Feeling: angry and distrustful. Evidence: "This event increased anger and distrust toward British authority."

Page 60 • Feelings Faces • TEKS 5.6(F) • A Harvest to Remember (Cluster 2)

Feeling: thankful. Evidence: "It was a way to give thanks for the harvest and the help they had received."

Page 61 • Feelings Faces • TEKS 5.6(F) • Our Rights, Our Voices (Cluster 3)

Feeling: confident and free. Evidence: "The First says you can speak your mind,"

Page 62 • Feelings Faces • TEKS 5.6(F) • A Difficult Compromise (Cluster 5)

Feeling: uncomfortable and unsure. Evidence: "Others were uncomfortable with the decision but felt there was no easy answer."

Answer Key (continued)

Page 63 • Feelings Faces • TEKS 5.6(F) • A Voice in the Community (Cluster 6)

Feeling: unsure. Evidence: "Others may feel unsure because they do not have enough information about the issues."

Page 64 • Feelings Faces • TEKS 5.6(F) • One Voice Can Start a Wave (Cluster 7)

Feeling: brave. Evidence: "Yet one brave question can reach all."

Page 65 • Feelings Faces • TEKS 5.6(F) • From Protest to Participation (Cluster 8)

Feeling: determined. Evidence: "These actions gave ordinary people ways to participate."

Page 67 • Find the Extra Detail • TEKS 5.6(I) • The Great Chocolate Chip Cookie Mystery (Prepare)

Extra detail: the plate of cookies. The whole mystery is that the cookies are gone. The story never shows cookies on the table.

Page 68 • Find the Extra Detail • TEKS 5.6(I) • From Tension to Revolution (Cluster 1)

Extra detail: the motorboat. The passage tells about ships, colonists, and tea in 1773, long before motorboats.

Page 69 • Find the Extra Detail • TEKS 5.6(I) • A Harvest to Remember (Cluster 2)

Extra detail: the birthday cake. The passage names deer, fish, corn, and other local foods, but never a cake. Also accept the windmill or the tipi, which the passage does not mention.

Page 70 • Find the Extra Detail • TEKS 5.6(I) • Our Rights, Our Voices (Cluster 3)

Extra detail: the knight. The poem tells about speaking, religion, writing, gathering, and courts, but never a knight.

Page 71 • Find the Extra Detail • TEKS 5.6(I) • The Garden That Wouldn't Grow (Cluster 4)

Extra detail: the scarecrow. The story tells about plants, soil, water, and sunlight, but never a scarecrow.

Page 72 • Find the Extra Detail • TEKS 5.6(I) • A Difficult Compromise (Cluster 5)

Extra detail: the television camera. The passage tells about a meeting in 1787, long before television.

Page 73 • Find the Extra Detail • TEKS 5.6(I) • A Voice in the Community (Cluster 6)

Extra detail: the king on the throne. The passage tells about voting, meetings, and volunteering by citizens, not a king.

Page 74 • Find the Extra Detail • TEKS 5.6(I) • One Voice Can Start a Wave (Cluster 7)

Extra detail: the surfer on the ocean wave. The "wave" in the poem is a wave of voices, not a real ocean wave.

Page 75 • Find the Extra Detail • TEKS 5.6(I) • From Protest to Participation (Cluster 8)

Extra detail: the airplane. The passage tells about colonists in the 1770s, long before airplanes.

Page 77 • Find the Missing Detail • TEKS 5.7(C) • The Great Chocolate Chip Cookie Mystery (Prepare)

Missing detail: the empty silver tray (draw it in the serving window). Proof sentence: "Jordan pointed dramatically at an empty silver tray."

Page 78 • Find the Missing Detail • TEKS 5.7(C) • From Tension to Revolution (Cluster 1)

Missing detail: the crates of tea (draw it on the deck and splashing into the harbor). Proof sentence: "During this protest, colonists dumped tea into Boston Harbor."

Page 79 • Find the Missing Detail • TEKS 5.7(C) • A Harvest to Remember (Cluster 2)

Missing detail: the food being shared (draw it on the tables). Proof sentence: "People shared food, played games, and spent time together."

Page 80 • Find the Missing Detail • TEKS 5.7(C) • Our Rights, Our Voices (Cluster 3)

Missing detail: the jury (draw it in the empty benches). Proof sentence: "With a jury there to listen and care,"

Answer Key (continued)

Page 81 • Find the Missing Detail • TEKS 5.7(C) • The Garden That Wouldn't Grow (Cluster 4)

Missing detail: the watering can (too much water) (draw it in Kendrix's hands). Proof sentence: "The following day, she watered each plant much more than usual."

Page 82 • Find the Missing Detail • TEKS 5.7(C) • A Difficult Compromise (Cluster 5)

Missing detail: the people still talking and questioning after the meeting (draw it on the street outside the hall). Proof sentence: "Even after the meeting ended, people continued to question the decision."

Page 83 • Find the Missing Detail • TEKS 5.7(C) • A Voice in the Community (Cluster 6)

Missing detail: the person speaking up at the meeting (draw it at the podium). Proof sentence: "By voting or speaking up, people can have a say in those decisions."

Page 84 • Find the Missing Detail • TEKS 5.7(C) • One Voice Can Start a Wave (Cluster 7)

Missing detail: the leaders listening on the steps (draw it on the steps of the building). Proof sentence: "So leaders hear more than their own."

Page 85 • Find the Missing Detail • TEKS 5.7(C) • From Protest to Participation (Cluster 8)

Missing detail: the family making goods at home (the spinning wheel) (draw it in the family's home). Proof sentence: "Families produced more goods at home rather than buying imported products."

Page 86 • Color the Evidence • TEKS 5.7(C) • The Great Chocolate Chip Cookie Mystery (Prepare)

Color: the students talking and leaning in. Leave the teacher, the trays, and the table uncolored. Proof sentences may include: "At the table, theories multiplied."

Page 87 • Color the Evidence • TEKS 5.7(C) • From Tension to Revolution (Cluster 1)

Color: the colonists throwing tea; the crates of tea; the harbor water. Leave the sky and the ship's sails uncolored. Proof sentences may include: "During this protest, colonists dumped tea into Boston Harbor." "Samuel Adams and the Sons of Liberty helped organize resistance and spread ideas."

Page 88 • Color the Evidence • TEKS 5.7(C) • A Harvest to Remember (Cluster 2)

Color: the deer meat; the fish; the corn. Leave the people, the tables, and the village uncolored. Proof sentences may include: "They likely ate deer, fish, corn, and other local foods."

Page 89 • Color the Evidence • TEKS 5.7(C) • Our Rights, Our Voices (Cluster 3)

Color: the person speaking; the church; the person writing; the people gathered. Leave the sky and the ground uncolored. Proof sentences may include: "The First says you can speak your mind," "Practice religion of any kind," "Write your thoughts and gather too,"

Page 90 • Color the Evidence • TEKS 5.7(C) • The Garden That Wouldn't Grow (Cluster 4)

Color: the drooping stems; the pale and yellow leaves; the muddy soil. Leave Kendrix, her grandmother, and the fence uncolored. Proof sentences may include: "Their leaves were pale instead of a healthy green, and several stems were beginning to droop." "The soil became overly wet and muddy, and many of the leaves started to turn yellow."

Page 91 • Color the Evidence • TEKS 5.7(C) • A Difficult Compromise (Cluster 5)

Color: the delegates standing and pointing; the raised hands. Leave the windows and the walls uncolored. Proof sentences may include: "Voices were raised, and some delegates worried the meeting might fall apart." "The debate went on for days."

Page 92 • Color the Evidence • TEKS 5.7(C) • A Voice in the Community (Cluster 6)

Color: the person speaking at the podium; the people raising their hands; the people attending the meeting. Leave the walls and the chairs uncolored. Proof sentences may include: "This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws."

Answer Key (continued)

Page 93 • Color the Evidence • TEKS 5.7(C) • One Voice Can Start a Wave (Cluster 7)

Color: the people gathering; the people writing; the people speaking. Leave the buildings and the street uncolored. Proof sentences may include: "People can gather, write, and speak,"

Page 94 • Color the Evidence • TEKS 5.7(C) • From Protest to Participation (Cluster 8)

Color: the merchant refusing British goods; the family making goods at home. Leave the buildings and the sky uncolored. Proof sentences may include: "Merchants participated in boycotts by refusing to purchase certain British goods." "Families produced more goods at home rather than buying imported products."

Page 95 • Compare Two Pictures • TEKS 5.7(C) • The Great Chocolate Chip Cookie Mystery (Prepare)

Picture 1 matches the passage. Picture 2 adds the plate of cookies. The whole mystery is that the cookies are gone. The story never shows cookies on the table. Differences circled will vary; accept any three real differences.

Page 96 • Compare Two Pictures • TEKS 5.7(C) • From Tension to Revolution (Cluster 1)

Picture 1 matches the passage. Picture 2 adds the motorboat. The passage tells about ships, colonists, and tea in 1773, long before motorboats. Differences circled will vary; accept any three real differences.

Page 97 • Compare Two Pictures • TEKS 5.7(C) • A Harvest to Remember (Cluster 2)

Picture 1 matches the passage. Picture 2 adds the birthday cake. The passage names deer, fish, corn, and other local foods, but never a cake. Also accept the windmill or the tipi, which the passage does not mention. Differences circled will vary; accept any three real differences.

Page 98 • Compare Two Pictures • TEKS 5.7(C) • Our Rights, Our Voices (Cluster 3)

Picture 1 matches the passage. Picture 2 adds the knight. The poem tells about speaking, religion, writing, gathering, and courts, but never a knight. Differences circled will vary; accept any three real differences.

Page 99 • Compare Two Pictures • TEKS 5.7(C) • The Garden That Wouldn't Grow (Cluster 4)

Picture 1 matches the passage. Picture 2 adds the scarecrow. The story tells about plants, soil, water, and sunlight, but never a scarecrow. Differences circled will vary; accept any three real differences.

Page 100 • Compare Two Pictures • TEKS 5.7(C) • A Difficult Compromise (Cluster 5)

Picture 1 matches the passage. Picture 2 adds the television camera. The passage tells about a meeting in 1787, long before television. Differences circled will vary; accept any three real differences.

Page 101 • Compare Two Pictures • TEKS 5.7(C) • A Voice in the Community (Cluster 6)

Picture 1 matches the passage. Picture 2 adds the king on the throne. The passage tells about voting, meetings, and volunteering by citizens, not a king. Differences circled will vary; accept any three real differences.

Page 102 • Compare Two Pictures • TEKS 5.7(C) • One Voice Can Start a Wave (Cluster 7)

Picture 1 matches the passage. Picture 2 adds the surfer on the ocean wave. The "wave" in the poem is a wave of voices, not a real ocean wave. Differences circled will vary; accept any three real differences.

Page 103 • Compare Two Pictures • TEKS 5.7(C) • From Protest to Participation (Cluster 8)

Picture 1 matches the passage. Picture 2 adds the airplane. The passage tells about colonists in the 1770s, long before airplanes. Differences circled will vary; accept any three real differences.

Page 105 • Paraphrase the Picture • TEKS 5.7(D) • The Great Chocolate Chip Cookie Mystery (Prepare)

Model paraphrase: When the cookies disappear, fifth graders spread rumors and guesses, and their teacher turns their confusion into a lesson about checking sources. Look-fors: own words, key details in logical order, meaning kept.

Answer Key (continued)

Page 106 • Paraphrase the Picture • TEKS 5.7(D) • From Tension to Revolution (Cluster 1)

Model paraphrase: British taxes and harsh laws after the French and Indian War angered the colonists, who protested and joined together until they fought for independence. Look-fors: own words, key details in logical order, meaning kept.

Page 107 • Paraphrase the Picture • TEKS 5.7(D) • A Harvest to Remember (Cluster 2)

Model paraphrase: After a hard first winter, the Pilgrims learned from the Wampanoag how to grow food, and they celebrated the harvest together, which is linked to Thanksgiving today. Look-fors: own words, key details in logical order, meaning kept.

Page 108 • Paraphrase the Picture • TEKS 5.7(D) • Our Rights, Our Voices (Cluster 3)

Model paraphrase: The poem explains the ten rights leaders wrote down, like free speech, religion, and fair trials, which protect people and guide laws every day. Look-fors: own words, key details in logical order, meaning kept.

Page 109 • Paraphrase the Picture • TEKS 5.7(D) • The Garden That Wouldn't Grow (Cluster 4)

Model paraphrase: Kendrix thinks weak plants need more water, but too much water hurts the roots; with her grandmother's help she changes her plan, and the garden recovers. Look-fors: own words, key details in logical order, meaning kept.

Page 110 • Paraphrase the Picture • TEKS 5.7(D) • A Difficult Compromise (Cluster 5)

Model paraphrase: At the 1787 convention, states argued about how to count enslaved people for representation; the Three-Fifths Compromise let the meeting continue but left the unfair problem unsolved. Look-fors: own words, key details in logical order, meaning kept.

Page 111 • Paraphrase the Picture • TEKS 5.7(D) • A Voice in the Community (Cluster 6)

Model paraphrase: People can take part in their community by voting, going to meetings, or volunteering; some think it matters a lot and some do not, but every action can shape a community over time. Look-fors: own words, key details in logical order, meaning kept.

Page 112 • Paraphrase the Picture • TEKS 5.7(D) • One Voice Can Start a Wave (Cluster 7)

Model paraphrase: One person asks if something is fair, others listen and join in, and together their voices grow strong enough for leaders to hear. Look-fors: own words, key details in logical order, meaning kept.

Page 113 • Paraphrase the Picture • TEKS 5.7(D) • From Protest to Participation (Cluster 8)

Model paraphrase: Change in a nation often starts with a question; colonists questioned British taxes, protested in many ways, and finally declared independence. Look-fors: own words, key details in logical order, meaning kept.

Page 114 • Sequence the Scene • TEKS 5.7(D) • From Tension to Revolution (Cluster 1)

Panel order (left to right): panel 1 = step 3, panel 2 = step 1, panel 3 = step 2. Proof for each step: Step 1: "One of these laws was the Stamp Act." Step 2: "During this protest, colonists dumped tea into Boston Harbor." Step 3: "The American Revolution became a fight for independence, leading to the Declaration of Independence and the creation of a new nation."

Page 115 • Sequence the Scene • TEKS 5.7(D) • A Harvest to Remember (Cluster 2)

Panel order (left to right): panel 1 = step 3, panel 2 = step 1, panel 3 = step 2. Proof for each step: Step 1: "Many did not have enough food, and some became sick during the long winter." Step 2: "A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area." Step 3: "After gathering their crops, the Pilgrims decided to celebrate."

Answer Key (continued)

Page 116 • Sequence the Scene • TEKS 5.7(D) • Our Rights, Our Voices (Cluster 3)

Panel order (left to right): panel 1 = step 3, panel 2 = step 1, panel 3 = step 2. Proof for each step: Step 1: "They wrote down rights to make things fair," Step 2: "The First says you can speak your mind," Step 3: "The Sixth gives you a trial that's fair,"

Page 117 • Sequence the Scene • TEKS 5.7(D) • A Difficult Compromise (Cluster 5)

Panel order (left to right): panel 1 = step 3, panel 2 = step 1, panel 3 = step 2. Proof for each step: Step 1: "The debate went on for days." Step 2: "Finally, a compromise was suggested." Step 3: "Even after the meeting ended, people continued to question the decision."

Page 118 • Sequence the Scene • TEKS 5.7(D) • A Voice in the Community (Cluster 6)

Panel order (left to right): panel 1 = step 3, panel 2 = step 2, panel 3 = step 1. Proof for each step: Step 1: "This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws." Step 2: "By voting or speaking up, people can have a say in those decisions." Step 3: "Even so, communities are shaped by the people who live in them."

Page 119 • Sequence the Scene • TEKS 5.7(D) • One Voice Can Start a Wave (Cluster 7)

Panel order (left to right): panel 1 = step 3, panel 2 = step 1, panel 3 = step 2. Proof for each step: Step 1: "One voice speaks, another hears," Step 2: "A whisper travels down the street," Step 3: "One voice can start a mighty wave."

Page 120 • Sequence the Scene • TEKS 5.7(D) • From Protest to Participation (Cluster 8)

Panel order (left to right): panel 1 = step 3, panel 2 = step 1, panel 3 = step 2. Proof for each step: Step 1: "Some wrote letters and newspaper articles." Step 2: "Merchants participated in boycotts by refusing to purchase certain British goods." Step 3: "The Declaration of Independence announced that the colonies intended to separate from Great Britain."

Page 121 • Comic Strip Retell • TEKS 5.7(D) • The Great Chocolate Chip Cookie Mystery (Prepare)

Model: Beginning: The chocolate chip cookies are gone from the lunch line. Middle: Students spread rumors and guesses without checking sources. End: Mrs. Delgado turns the mystery into a lesson.

Page 122 • Comic Strip Retell • TEKS 5.7(D) • From Tension to Revolution (Cluster 1)

Model: Beginning: After the French and Indian War, Britain taxed the colonies to pay its debt. Middle: Colonists protested the Stamp Act and the Tea Act, and tensions grew. End: The colonies joined together and fought for independence.

Page 123 • Comic Strip Retell • TEKS 5.7(D) • A Harvest to Remember (Cluster 2)

Model: Beginning: The Pilgrims had a hard first winter with little food. Middle: Squanto and the Wampanoag taught them to grow crops and fish. End: After the harvest, they celebrated together for several days.

Page 124 • Comic Strip Retell • TEKS 5.7(D) • Our Rights, Our Voices (Cluster 3)

Model: Beginning: Leaders of a new nation wrote down rights to make things fair. Middle: The rights protect speech, religion, homes, and fair trials. End: These rights protect people every day and guide laws.

Page 125 • Comic Strip Retell • TEKS 5.7(D) • The Garden That Wouldn't Grow (Cluster 4)

Model: Beginning: Kendrix and her grandmother plant a garden, but the plants look weak. Middle: Kendrix gives them much more water, and the plants get worse. End: They water less and give the plants sunlight, and the garden recovers.

Page 126 • Comic Strip Retell • TEKS 5.7(D) • A Difficult Compromise (Cluster 5)

Model: Beginning: In 1787, leaders met in Philadelphia to fix the government. Middle: They argued about counting enslaved people for representation and made the Three-Fifths Compromise. End: The compromise let them move forward, but people kept questioning if it was fair.

Answer Key (continued)

Page 127 • Comic Strip Retell • TEKS 5.7(D) • A Voice in the Community (Cluster 6)

Model: Beginning: People can take part in civic life by voting, attending meetings, volunteering, or sharing opinions.

Middle: Some think taking part matters; others think one vote will not change much. End: Every action can still shape a community over time.

Page 128 • Comic Strip Retell • TEKS 5.7(D) • One Voice Can Start a Wave (Cluster 7)

Model: Beginning: One person asks if something is fair, and another listens. Middle: The idea spreads, and more people gather, write, and speak. End: Together, their voices become a mighty wave that leaders hear.

Page 129 • Comic Strip Retell • TEKS 5.7(D) • From Protest to Participation (Cluster 8)

Model: Beginning: Colonists questioned why Parliament could tax them without representatives. Middle: They protested by writing, signing petitions, boycotting, and making goods at home. End: By 1776, leaders declared independence.

Page 131 • Illustrator Alert! • TEKS 5.7(E) • The Great Chocolate Chip Cookie Mystery (Prepare)

Checklist: the teacher pulling up a chair: Yes, supported: "Mrs. Delgado, who had been listening from the end of the table, pulled up a chair." the plate of cookies: No, not supported. The whole mystery is that the cookies are gone. The story never shows cookies on the table. the students at the table: Yes, supported: "At the table, theories multiplied." Fix: cross out the plate of cookies and redraw that space to match the passage.

Page 132 • Illustrator Alert! • TEKS 5.7(E) • From Tension to Revolution (Cluster 1)

Checklist: the motorboat: No, not supported. The passage tells about ships, colonists, and tea in 1773, long before motorboats. the tea crates: Yes, supported: "During this protest, colonists dumped tea into Boston Harbor." the colonists working together: Yes, supported: "Samuel Adams and the Sons of Liberty helped organize resistance and spread ideas." Fix: cross out the motorboat and redraw that space to match the passage.

Page 133 • Illustrator Alert! • TEKS 5.7(E) • A Harvest to Remember (Cluster 2)

Checklist: the corn: Yes, supported: "They likely ate deer, fish, corn, and other local foods." the birthday cake: No, not supported. The passage names deer, fish, corn, and other local foods, but never a cake. Also accept the windmill or the tipi, which the passage does not mention. the people playing games: Yes, supported: "People shared food, played games, and spent time together." Fix: cross out the birthday cake and redraw that space to match the passage.

Page 134 • Illustrator Alert! • TEKS 5.7(E) • Our Rights, Our Voices (Cluster 3)

Checklist: the knight: No, not supported. The poem tells about speaking, religion, writing, gathering, and courts, but never a knight. the speaker: Yes, supported: "The First says you can speak your mind," the people gathered: Yes, supported: "Write your thoughts and gather too," Fix: cross out the knight and redraw that space to match the passage.

Page 135 • Illustrator Alert! • TEKS 5.7(E) • The Garden That Wouldn't Grow (Cluster 4)

Checklist: the healthy plants: Yes, supported: "Within several days, the plants began to recover." the scarecrow: No, not supported. The story tells about plants, soil, water, and sunlight, but never a scarecrow. the sunlight: Yes, supported: "They also ensured the plants received enough sunlight." Fix: cross out the scarecrow and redraw that space to match the passage.

Page 136 • Illustrator Alert! • TEKS 5.7(E) • A Difficult Compromise (Cluster 5)

Checklist: the television camera: No, not supported. The passage tells about a meeting in 1787, long before television. the delegates meeting: Yes, supported: "In the summer of 1787, leaders met in Philadelphia to fix the country's government." the person suggesting a compromise: Yes, supported: "Finally, a compromise was suggested." Fix: cross out the television camera and redraw that space to match the passage.

Answer Key (continued)

Page 137 • Illustrator Alert! • TEKS 5.7(E) • A Voice in the Community (Cluster 6)

Checklist: the people at the meeting: Yes, supported: "This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws." the king on the throne: No, not supported. The passage tells about voting, meetings, and volunteering by citizens, not a king. the person speaking up: Yes, supported: "By voting or speaking up, people can have a say in those decisions." Fix: cross out the king on the throne and redraw that space to match the passage.

Page 138 • Illustrator Alert! • TEKS 5.7(E) • One Voice Can Start a Wave (Cluster 7)

Checklist: the surfer on the ocean wave: No, not supported. The "wave" in the poem is a wave of voices, not a real ocean wave. the people gathering: Yes, supported: "People can gather, write, and speak," the person speaking: Yes, supported: "One voice speaks, another hears," Fix: cross out the surfer on the ocean wave and redraw that space to match the passage.

Page 139 • Illustrator Alert! • TEKS 5.7(E) • From Protest to Participation (Cluster 8)

Checklist: the merchant: Yes, supported: "Merchants participated in boycotts by refusing to purchase certain British goods." the airplane: No, not supported. The passage tells about colonists in the 1770s, long before airplanes. the family making goods at home: Yes, supported: "Families produced more goods at home rather than buying imported products." Fix: cross out the airplane and redraw that space to match the passage.

Page 140 • Build the Scene • TEKS 5.7(E) • The Great Chocolate Chip Cookie Mystery (Prepare)

Scene must show and label: the students talking and leaning in. Proof sentences may include: "At the table, theories multiplied."

Page 141 • Build the Scene • TEKS 5.7(E) • From Tension to Revolution (Cluster 1)

Scene must show and label: the colonists throwing tea; the crates of tea; the harbor water. Proof sentences may include: "During this protest, colonists dumped tea into Boston Harbor." "Samuel Adams and the Sons of Liberty helped organize resistance and spread ideas."

Page 142 • Build the Scene • TEKS 5.7(E) • A Harvest to Remember (Cluster 2)

Scene must show and label: the deer meat; the fish; the corn. Proof sentences may include: "They likely ate deer, fish, corn, and other local foods."

Page 143 • Build the Scene • TEKS 5.7(E) • Our Rights, Our Voices (Cluster 3)

Scene must show and label: the person speaking; the church; the person writing; the people gathered. Proof sentences may include: "The First says you can speak your mind," "Practice religion of any kind," "Write your thoughts and gather too,"

Page 144 • Build the Scene • TEKS 5.7(E) • The Garden That Wouldn't Grow (Cluster 4)

Scene must show and label: the drooping stems; the pale and yellow leaves; the muddy soil. Proof sentences may include: "Their leaves were pale instead of a healthy green, and several stems were beginning to droop." "The soil became overly wet and muddy, and many of the leaves started to turn yellow."

Page 145 • Build the Scene • TEKS 5.7(E) • A Difficult Compromise (Cluster 5)

Scene must show and label: the delegates standing and pointing; the raised hands. Proof sentences may include: "Voices were raised, and some delegates worried the meeting might fall apart." "The debate went on for days."

Page 146 • Build the Scene • TEKS 5.7(E) • A Voice in the Community (Cluster 6)

Scene must show and label: the person speaking at the podium; the people raising their hands; the people attending the meeting. Proof sentences may include: "This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws."

Answer Key (continued)

Page 147 • Build the Scene • TEKS 5.7(E) • One Voice Can Start a Wave (Cluster 7)

Scene must show and label: the people gathering; the people writing; the people speaking. Proof sentences may include: "People can gather, write, and speak,"

Page 148 • Build the Protest Scene • TEKS 5.7(E) • From Protest to Participation (Cluster 8)

Scene must show and label: the merchant refusing British goods; the family making goods at home. Proof sentences may include: "Merchants participated in boycotts by refusing to purchase certain British goods." "Families produced more goods at home rather than buying imported products."

Page 150 • Vocabulary Doodle Detective • TEKS 5.7(F) • The Great Chocolate Chip Cookie Mystery (Prepare)

Meanings: theories = ideas that try to explain something; investigation = a careful search for facts; source = where information comes from; recalled = taken back because of a problem. Look-fors: each doodle shows the meaning, and each sentence uses the word correctly.

Page 151 • Vocabulary Doodle Detective • TEKS 5.7(F) • From Tension to Revolution (Cluster 1)

Meanings: Parliament = the group that made laws for Great Britain; representation = having someone speak for you in government; debt = money that is owed; resistance = refusing to go along with something. Look-fors: each doodle shows the meaning, and each sentence uses the word correctly.

Page 152 • Vocabulary Doodle Detective • TEKS 5.7(F) • A Harvest to Remember (Cluster 2)

Meanings: harvest = gathering crops when they are ready; productive = making a lot; geography = the land and features of a place; celebration = a happy gathering for a special reason. Look-fors: each doodle shows the meaning, and each sentence uses the word correctly.

Page 153 • Vocabulary Doodle Detective • TEKS 5.7(F) • Our Rights, Our Voices (Cluster 3)

Meanings: rights = freedoms people are promised; religion = a set of beliefs and worship; jury = a group of citizens who decide a case; protective = keeping something safe. Look-fors: each doodle shows the meaning, and each sentence uses the word correctly.

Page 154 • Vocabulary Doodle Detective • TEKS 5.7(F) • The Garden That Wouldn't Grow (Cluster 4)

Meanings: droop = to bend or hang down; frustrated = upset because something is not working; function = to work the way it should; adjusted = changed a little to work better. Look-fors: each doodle shows the meaning, and each sentence uses the word correctly.

Page 155 • Vocabulary Doodle Detective • TEKS 5.7(F) • A Difficult Compromise (Cluster 5)

Meanings: delegates = people chosen to speak for a state; convention = a formal meeting; representation = having people speak for you in government; compromise = an agreement where each side gives up something. Look-fors: each doodle shows the meaning, and each sentence uses the word correctly.

Page 156 • Vocabulary Doodle Detective • TEKS 5.7(F) • A Voice in the Community (Cluster 6)

Meanings: civic = having to do with citizens and community; election = a time when people vote; volunteering = helping without being paid; impact = to have an effect on. Look-fors: each doodle shows the meaning, and each sentence uses the word correctly.

Page 157 • Vocabulary Doodle Detective • TEKS 5.7(F) • One Voice Can Start a Wave (Cluster 7)

Meanings: conquers = wins over; whisper = a very soft voice; mighty = very strong; seek = to look for or want. Look-fors: each doodle shows the meaning, and each sentence uses the word correctly.

Answer Key (continued)

Page 158 • Vocabulary Doodle Detective • TEKS 5.7(F) • From Protest to Participation (Cluster 8)

Meanings: boycotts = refusing to buy something as a protest; petitions = written requests signed by many people; democracy = government by the people; consequences = results of actions. Look-fors: each doodle shows the meaning, and each sentence uses the word correctly.

Page 160 • Theme Caption • TEKS 5.8(A) • The Great Chocolate Chip Cookie Mystery (Prepare)

Model caption: Topic: missing cookies. Themes: Check where information comes from; a mystery can be a chance to learn. Support: "We have now discovered a source that cites itself."

Page 161 • Theme Caption • TEKS 5.8(A) • Our Rights, Our Voices (Cluster 3)

Model caption: Topic: the Bill of Rights. Themes: Written rights protect everyone; rights guide our laws. Support: "And help guide laws in every way."

Page 162 • Theme Caption • TEKS 5.8(A) • The Garden That Wouldn't Grow (Cluster 4)

Model caption: Topic: a sick garden. Themes: More is not always better; watch closely and learn from mistakes. Support: "Kendrix realized that her actions had changed the condition of the soil, which affected the plants' health."

Page 163 • Theme Caption • TEKS 5.8(A) • One Voice Can Start a Wave (Cluster 7)

Model caption: Topic: speaking up. Themes: One voice matters; voices grow stronger together. Support: "Can quickly find a stronger tone."

Page 165 • Feelings Faces • TEKS 5.8(B) • The Great Chocolate Chip Cookie Mystery (Prepare)

Feeling: shocked and dramatic. Evidence: "Jordan pointed dramatically at an empty silver tray." Also: "Everyone looked at Eli."

Page 166 • Feelings Faces • TEKS 5.8(B) • The Garden That Wouldn't Grow (Cluster 4)

Feeling: puzzled and frustrated. Evidence: "Kendrix felt puzzled and slightly frustrated." Also: "Her grandmother examined the soil and explained that while water is necessary for plant growth, too much water can prevent roots from getting enough air."

Page 168 • Sequence the Scene • TEKS 5.8(C) • The Great Chocolate Chip Cookie Mystery (Prepare)

Panel order (left to right): panel 1 = step 3, panel 2 = step 1, panel 3 = step 2. Proof for each step: Step 1: "announced Jordan, staring through the cafeteria serving window" Step 2: "At the table, theories multiplied." Step 3: "That afternoon, Mrs. Delgado wrote two questions on the board."

Page 169 • Sequence the Scene • TEKS 5.8(C) • The Garden That Wouldn't Grow (Cluster 4)

Panel order (left to right): panel 1 = step 3, panel 2 = step 1, panel 3 = step 2. Proof for each step: Step 1: "Each spring, they carefully planted tomatoes, peppers, and herbs in neat rows." Step 2: "The following day, she watered each plant much more than usual." Step 3: "Within several days, the plants began to recover."

Page 171 • Setting Labeling • TEKS 5.8(D) • The Great Chocolate Chip Cookie Mystery (Prepare)

The setting is the school cafeteria at lunch on a Friday. Because the cookies are missing right there in the lunch line, rumors spread fast across the tables. Setting sentence: "By 11:42 on Friday morning, fifth grade had a problem."

Page 172 • Setting Labeling • TEKS 5.8(D) • The Garden That Wouldn't Grow (Cluster 4)

The setting is Grandmother's garden in spring. The soil, water, and sunlight in the garden cause the problem and the solution in the plot. Setting sentence: "Kendrix enjoyed spending time in her grandmother's garden."

Page 174 • Poem Parts Labeling • TEKS 5.9(B) • Our Rights, Our Voices (Cluster 3)

Speaker: a voice explaining rights to "you," the reader; the poet chose this speaker to teach. Sound devices: rhyming couplets (new/do, fair/there, mind/kind, right/night, stay/way) and repetition of "The First says," "The Second says." Figurative language: rights "protect us" like a guard. Example line: "These rights protect us every day,"

Answer Key (continued)

Page 175 • Poem Parts Labeling • TEKS 5.9(B) • One Voice Can Start a Wave (Cluster 7)

Speaker: an observer describing how change grows; the poet uses this speaker to encourage readers. Sound devices: rhyme (hears/fears, fair/there, street/meet, alone/tone, speak/seek, known/own, small/all) and repetition of "One voice."

Figurative language: "a mighty wave" (metaphor for many voices). Example line: "A thought once spoken all alone"

Page 177 • Main Idea Caption • TEKS 5.9(D)(i) • From Tension to Revolution (Cluster 1)

Model caption: British taxes and punishments pushed the colonists to unite and fight for independence. Support: "Instead of ending the conflict, these actions brought the colonies closer together."

Page 178 • Main Idea Caption • TEKS 5.9(D)(i) • A Harvest to Remember (Cluster 2)

Model caption: With help from the Wampanoag, the Pilgrims grew a good harvest and celebrated together. Support: "The Pilgrims learned that many hands make light work."

Page 179 • Main Idea Caption • TEKS 5.9(D)(i) • A Difficult Compromise (Cluster 5)

Model caption: The Three-Fifths Compromise let the convention move forward, but it did not solve the deeper problem of fairness. Support: "The compromise helped the group move forward, but it didn't solve the deeper problem."

Page 180 • Main Idea Caption • TEKS 5.9(D)(i) • A Voice in the Community (Cluster 6)

Model caption: People disagree about taking part, but communities are shaped by the actions of the people who live there. Support: "Even so, communities are shaped by the people who live in them."

Page 181 • Main Idea Caption • TEKS 5.9(D)(i) • From Protest to Participation (Cluster 8)

Model caption: Big changes in a nation often begin with a question and grow through protest, words, and new laws. Support: "It is a continuing process of ideas, decisions, actions, and consequences."

Page 183 • Text Feature Labeling • TEKS 5.9(D)(ii) • From Tension to Revolution (Cluster 1)

Look-fors: Heading: Road to Revolution. Caption: Colonists dump tea into Boston Harbor. Sidebar fact: The phrase "taxation without representation." Timeline dates: 1770 Boston Massacre, then the Tea Act and Boston Tea Party.

Supporting sentence: "In 1770, the Boston Massacre occurred when British soldiers fired into a crowd of colonists, killing several people."

Page 184 • Text Feature Labeling • TEKS 5.9(D)(ii) • A Harvest to Remember (Cluster 2)

Look-fors: Heading: Giving Thanks in 1621. Caption: Pilgrims and Wampanoag people share a harvest meal. Sidebar fact: The gathering lasted several days. Timeline date: 1621. Supporting sentence: "In 1621, a group of English settlers called Pilgrims held a celebration in Plymouth, in present-day Massachusetts."

Page 185 • Text Feature Labeling • TEKS 5.9(D)(ii) • A Difficult Compromise (Cluster 5)

Look-fors: Heading: The Three-Fifths Compromise. Caption: Delegates listen as a compromise is suggested. Sidebar fact: States with more people got more representatives. Timeline date: summer of 1787. Supporting sentence: "In the summer of 1787, leaders met in Philadelphia to fix the country's government."

Page 186 • Text Feature Labeling • TEKS 5.9(D)(ii) • A Voice in the Community (Cluster 6)

Look-fors: Heading: Ways to Take Part. Caption: A citizen speaks at a town meeting. Sidebar: voting, attending meetings, volunteering, sharing opinions. Timeline or inset: local, state, national levels. Supporting sentence: "These actions can happen at the local, state, or national level, and they can affect how a community changes over time."

Page 187 • Text Feature Labeling • TEKS 5.9(D)(ii) • From Protest to Participation (Cluster 8)

Look-fors: Heading: Questions Become Protest (a section heading). Caption: A merchant refuses British goods. Sidebar: letters, petitions, boycotts, making goods at home. Timeline date: 1776. Supporting sentence: "By 1776, more colonial leaders believed independence was necessary."

Answer Key (continued)

Page 189 • Author's Purpose Palette • TEKS 5.10(A) • The Great Chocolate Chip Cookie Mystery (Prepare)

Purpose: to entertain with a funny mystery and teach about checking sources. Message: Good thinkers check where information comes from. Sentence: "We have now discovered a source that cites itself."

Page 190 • Author's Purpose Palette • TEKS 5.10(A) • From Tension to Revolution (Cluster 1)

Purpose: to inform readers about the events that led to the American Revolution. Message: People are stronger when they work together. Sentence: "The colonists learned that there is strength in numbers."

Page 191 • Author's Purpose Palette • TEKS 5.10(A) • A Harvest to Remember (Cluster 2)

Purpose: to inform readers about the 1621 harvest celebration. Message: Working together and giving thanks matter. Sentence: "The holiday is often connected to this early gathering and the idea of giving thanks."

Page 192 • Author's Purpose Palette • TEKS 5.10(A) • Our Rights, Our Voices (Cluster 3)

Purpose: to inform readers about the Bill of Rights through a poem. Message: Our rights protect us every day. Sentence: "These rights protect us every day,"

Page 193 • Author's Purpose Palette • TEKS 5.10(A) • The Garden That Wouldn't Grow (Cluster 4)

Purpose: to entertain with a story while teaching how plants need the right conditions. Message: Observe carefully and adjust when something is not working. Sentence: "Kendrix realized that her actions had changed the condition of the soil, which affected the plants' health."

Page 194 • Author's Purpose Palette • TEKS 5.10(A) • A Difficult Compromise (Cluster 5)

Purpose: to inform readers about the Three-Fifths Compromise and ask them to think about fairness. Message: A compromise can move a group forward without solving the deeper problem. Sentence: "Should representation be based on total population, or only on those who had rights?"

Page 195 • Author's Purpose Palette • TEKS 5.10(A) • A Voice in the Community (Cluster 6)

Purpose: to inform readers about different views on taking part in civic life. Message: Every action can have an effect over time. Sentence: "Some voices are heard more often, but every action can still have an effect over time."

Page 196 • Author's Purpose Palette • TEKS 5.10(A) • One Voice Can Start a Wave (Cluster 7)

Purpose: to inspire readers to speak up and listen. Message: One brave voice can grow into change. Sentence: "Yet one brave question can reach all."

Page 197 • Author's Purpose Palette • TEKS 5.10(A) • From Protest to Participation (Cluster 8)

Purpose: to explain how ideas and actions change a nation. Message: Democracy is a continuing process. Sentence: "Studying these examples helps us understand that democracy is not a single event."

Page 199 • Word Picture • TEKS 5.10(D) • The Great Chocolate Chip Cookie Mystery (Prepare)

Possible phrases: "A chocolate-chip-sized emergency." "Jordan pointed dramatically at an empty silver tray." "chocolate-chip-sized emergency" is a funny exaggeration that shows how the students feel; "pointed dramatically" helps the reader see Jordan's big reaction.

Page 200 • Word Picture • TEKS 5.10(D) • From Tension to Revolution (Cluster 1)

Possible phrases: "After the Tea Act was passed, trouble was brewing in the colonies." "Tensions continued to rise." "trouble was brewing" is a play on words about tea that shows problems growing; "Tensions continued to rise" helps the reader feel the anger building.

Page 201 • Word Picture • TEKS 5.10(D) • A Harvest to Remember (Cluster 2)

Possible phrases: "Since corn was part of the meal, someone might say the celebration was a-maize-ing." "The Pilgrims learned that many hands make light work." "a-maize-ing" is a pun on corn (maize) and amazing; "many hands make light work" is a saying that helps the reader see teamwork.

Answer Key (continued)

Page 202 • Word Picture • TEKS 5.10(D) • Our Rights, Our Voices (Cluster 3)

Possible phrases: "No searches happen without a case," "Not too harsh or hard to bear," "No searches happen without a case" helps the reader picture a home kept safe; "too harsh or hard to bear" helps the reader feel what an unfair punishment would be.

Page 203 • Word Picture • TEKS 5.10(D) • The Garden That Wouldn't Grow (Cluster 4)

Possible phrases: "Their leaves were pale instead of a healthy green, and several stems were beginning to droop." "The soil became overly wet and muddy, and many of the leaves started to turn yellow." "pale instead of a healthy green" helps the reader see the sick leaves; "overly wet and muddy" helps the reader feel the soggy soil.

Page 204 • Word Picture • TEKS 5.10(D) • A Difficult Compromise (Cluster 5)

Possible phrases: "Voices were raised, and some delegates worried the meeting might fall apart." "The debate went on for days." "Voices were raised" helps the reader hear the arguing; "might fall apart" helps the reader feel how close the meeting came to failing.

Page 205 • Word Picture • TEKS 5.10(D) • A Voice in the Community (Cluster 6)

Possible phrases: "They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life." "Some voices are heard more often, but every action can still have an effect over time." "schools, roads, safety" helps the reader picture real places that change; "Some voices are heard" treats voices as something that can reach others.

Page 206 • Word Picture • TEKS 5.10(D) • One Voice Can Start a Wave (Cluster 7)

Possible phrases: "A whisper travels down the street," "One voice can start a mighty wave." "A whisper travels" helps the reader picture an idea moving from person to person; "mighty wave" helps the reader see many voices rising together.

Page 207 • Word Picture • TEKS 5.10(D) • From Protest to Participation (Cluster 8)

Possible phrases: "A problem that once seemed local began to feel shared." "But some of the most important changes begin with something that cannot be seen on a map." "began to feel shared" helps the reader see a problem spreading from place to place; "cannot be seen on a map" helps the reader understand that ideas cause change.
