

Diary of a Wimpy Kid: 4th and 5th Grade TEKS

§110.6. English Language Arts and Reading, Grade 4

- (3) B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;
 - (6) (A) establish purpose for reading assigned and self-selected texts;
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
 - (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
 - (D) create mental images to deepen understanding;
 - (E) make connections to personal experiences, ideas in other texts, and society;
 - (F) make inferences and use evidence to support understanding;
 - (G) evaluate details read to determine key ideas;
 - (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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- (7) (A) describe personal connections to a variety of sources, including self-selected texts;
 - (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;
 - (C) use text evidence to support an appropriate response;
 - (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;
 - (F) respond using newly acquired vocabulary as appropriate; and
 - (G) discuss specific ideas in the text that are important to the meaning.
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- (8) (B) explain the interactions of the characters and the changes they undergo;
 - (C) analyze plot elements, including the rising action, climax, falling action, and resolution;
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- (9) (B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;
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- (10) (A) explain the author's purpose and message within a text;
 - (B) explain how the use of text structure contributes to the author's purpose;
 - (C) analyze the author's use of print and graphic features to achieve specific purposes;
 - (D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;
 - (F) discuss how the author's use of language contributes to voice;
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- (13) (C) identify and gather relevant information from a variety of sources;
 - (E) demonstrate understanding of information gathered;
 - (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present Results.

§110.7. English Language Arts and Reading, Grade 5

(3) (A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;

(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;

(6) (A) establish purpose for reading assigned and self-selected texts;

(B) generate questions about text before, during, and after reading to deepen understanding and gain information;

(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;

(D) create mental images to deepen understanding;

(E) make connections to personal experiences, ideas in other texts, and society;

(F) make inferences and use evidence to support understanding;

(7) (A) describe personal connections to a variety of sources, including self-selected texts;

(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;

(C) use text evidence to support an appropriate response;

(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;

(F) respond using newly acquired vocabulary as appropriate;

(8) (B) analyze the relationships of and conflicts among the characters;

(10) (A) explain the author's purpose and message within a text;

(B) analyze how the use of text structure contributes to the author's purpose;

(C) analyze the author's use of print and graphic features to achieve specific purposes;

(F) examine how the author's use of language contributes to voice;

(13) (C) identify and gather relevant information from a variety of sources;

(E) demonstrate understanding of information gathered;

(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.